CAMBRIDGE

SECOND EDITION

Chris Redston & Gillie Cunningham

face2face

DVD-ROM

Elementary
Student's Book

A1–A2 English Profile

Welcome!

Vocabulary numbers 0–20; the alphabet; things in the classroom; days of the week
Real World introducing yourself; classroom instructions; names; saying goodbye

Hello!

1 **a** CD1 1 Look at conversation 1 and listen.

b Practise conversation 1 with your teacher. Use your name.

2 **a** CD1 2 Look at conversation 2 and listen.

b Practise conversation 2 with four students. Use your name.

Numbers 0–20

3 **a** Work in pairs. How do we say these numbers?

0 1 2 3 4 5
6 7 8 9 10
11 12 13 14 15
16 17 18 19 20

b CD1 3 PRONUNCIATION Listen and check. Listen again and practise.

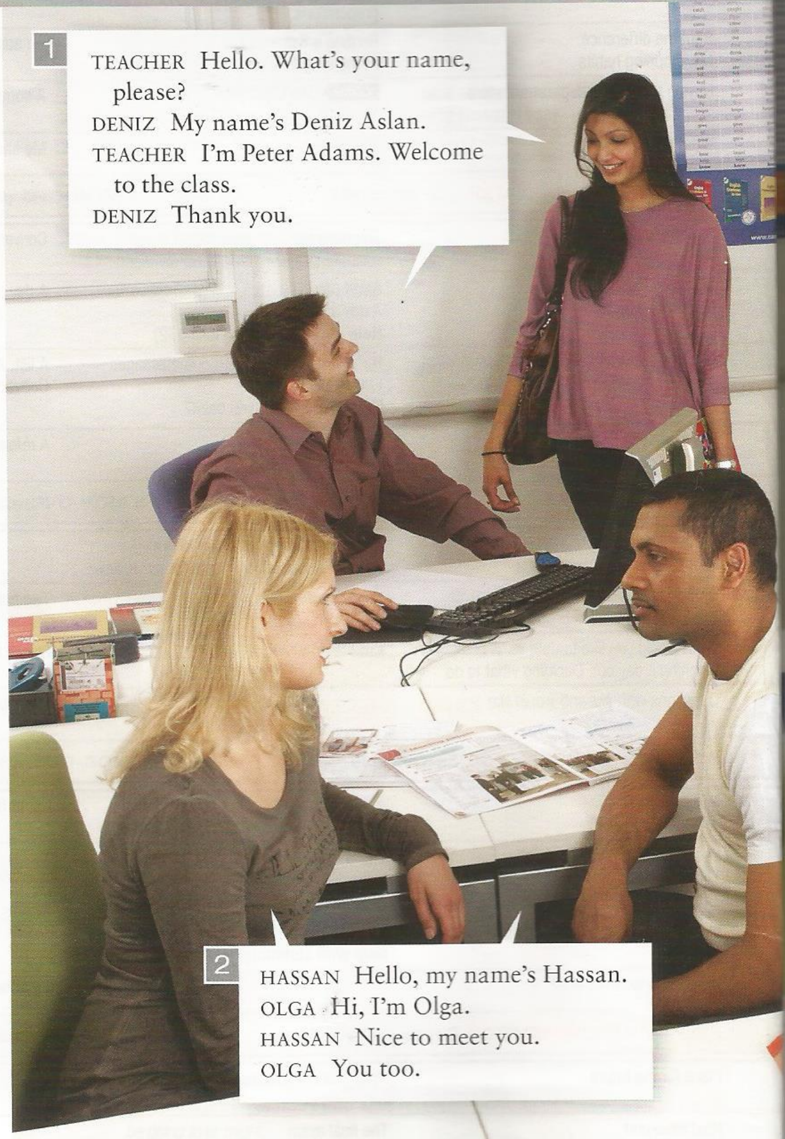
c Work in the same pairs. Say five numbers. Write your partner's numbers. Are they correct?

Classroom instructions

4 **a** Work in new pairs. Which of these instructions do you understand? Check in Language Summary Welcome REAL WORLD 0.2 p127.

Open your book.
Look at the photo on page 11.
Do exercise 6 on your own.
Look at the board.
Work in pairs.
Work in groups.
Fill in the gaps.
Compare answers.
Listen and check.
Listen and practise.
Match the words to the pictures.
Ask and answer the questions.

b CD1 4 Listen and tick (✓) the instructions when you hear them.



1
TEACHER Hello. What's your name, please?
DENIZ My name's Deniz Aslan.
TEACHER I'm Peter Adams. Welcome to the class.
DENIZ Thank you.

2
HASSAN Hello, my name's Hassan.
OLGA Hi, I'm Olga.
HASSAN Nice to meet you.
OLGA You too.

The alphabet

5 **a** CD1 5 PRONUNCIATION Listen and practise the alphabet.

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz

b CD1 6 Listen and write the words.

TIP • ss = *double s*

3
MARCOS Hello. Sorry I'm late.
TEACHER No problem.

First names and surnames

6 **a** Look at conversation 3. Then match the teacher's questions 1–3 to Marcos's answers a–c.

1 What's your first name? a F–U–E–N–T–E–S.
2 What's your surname? b Fuentes.
3 How do you spell that? c It's Marcos.

b CD1 7 Listen and check.

c CD1 8 Listen to two conversations, A and B. Write the names.

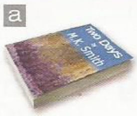
7 **a** CD1 9 PRONUNCIATION Listen and practise the questions in **6a**.

b Ask four students these questions and write the names.

Things in the classroom

8 **a** Match these words to pictures a–j.

a table *b* a chair a book a pencil
a pen a dictionary a CD player
a TV a DVD player a computer

a


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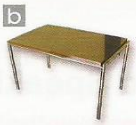

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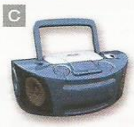

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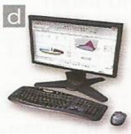

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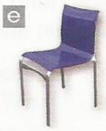

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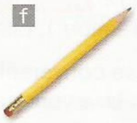

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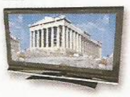

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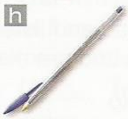

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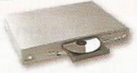

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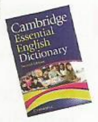


b Work in pairs. Test your partner.

What's picture e?

It's a chair.

Goodbye!

9 **a** Put the days of the week in order.

Friday Tuesday Thursday Monday *1*
Wednesday Saturday Sunday

b CD1 10 PRONUNCIATION Listen and check. Listen again and practise. What day is it today? What day is it tomorrow?

10 CD1 11 Listen and write the day. Then practise with other students.

MARCOS Bye, Olga.
OLGA Goodbye. See you on ______________ .
MARCOS Yes, see you.

Progress Portfolio Welcome!

Tick (✓) the things you can do in English.

☐ I can say hello, introduce myself and say goodbye.
☐ I can say numbers 0–20.
☐ I can understand classroom instructions.
☐ I can say the alphabet.
☐ I can spell my name.
☐ I can say the days of the week.

1A How are you?

Vocabulary countries and nationalities
Grammar *be* (1): positive and *Wh-* questions; subject pronouns and possessive adjectives
Real World introducing people

QUICK REVIEW The alphabet Write five words in English. Work in pairs. Spell the words to your partner. He/She writes them down. Are they correct?

Listening and Speaking

1 **a** CD1 12 **PRONUNCIATION** Read and listen to conversation 1. Listen again and practise.

b Practise conversation 1 with four students. Use your name.

2 **a** CD1 13 **PRONUNCIATION** Read and listen to conversation 2. Listen again and practise.

b Work in groups. Take turns to introduce students to each other.

Vocabulary and Speaking

Countries and nationalities

3 **a** Tick (✓) the countries you know.

countries	nationalities
I'm from ...	*I'm ...*
Brazil	Brazili *a n*
Australia	Australi _ _
Argentina	Argentini _ _
the USA	Americ _ _
Germany	Germ _ _
Italy	Itali _ _
Mexico	Mexic _ _
Russia	Russi _ _
Egypt	Egypti _ _
the UK	Brit *i s h*
Spain	Span _ _ _
Poland	Pol _ _ _
Turkey	Turk _ _ _
China	Chin *e s e*
Japan	Japan _ _ _
France	French

b Write the missing letters in the nationalities. Check in Language Summary 1 **VOCABULARY 1.1** p128.

c Where are you from? What's your nationality?

I'm from Colombia.

I'm Korean.

4 **a** CD1 14 Listen and notice the word stress (•) in the countries and nationalities in **3a**.

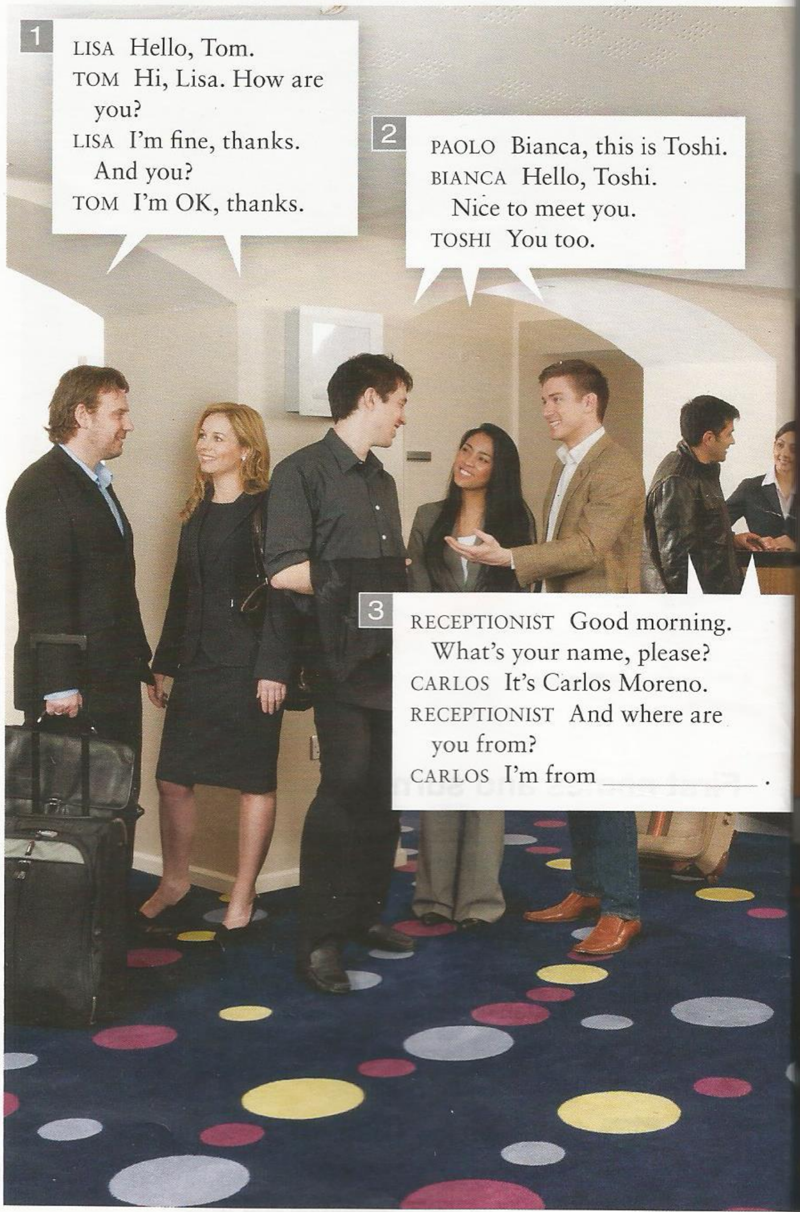
Brazil Brazilian

b **PRONUNCIATION** Listen again and practise. Copy the word stress.

Reading and Listening

5 **a** CD1 15 Read and listen to conversations 3, 4 and 5. Write the countries.

b Work in pairs. Compare answers.



1
LISA Hello, Tom.
TOM Hi, Lisa. How are you?
LISA I'm fine, thanks. And you?
TOM I'm OK, thanks.

2
PAOLO Bianca, this is Toshi.
BIANCA Hello, Toshi. Nice to meet you.
TOSHI You too.

3
RECEPTIONIST Good morning. What's your name, please?
CARLOS It's Carlos Moreno.
RECEPTIONIST And where are you from?
CARLOS I'm from __________.

HELP WITH GRAMMAR
be (1): positive and *Wh-* questions

6 **a** Fill in the gaps with *'m, 're* or *'s*.

POSITIVE (+)

1 I *'m* from Spain. (= I am)
2 You____ in room 6. (= you are)
3 He____ from Italy. (= he is)
4 She____ from Brazil. (= she is)
5 It____ Carlos Moreno. (= it is)
6 We____ from Australia. (= we are)
7 They____ from the UK. (= they are)

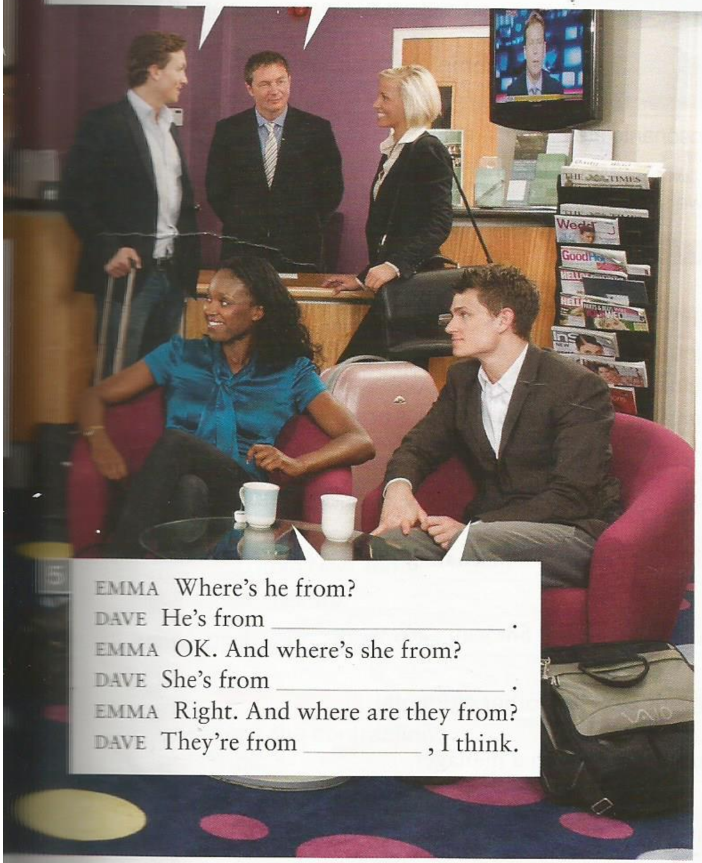
b Fill in the gaps with *are* or *'s*.

WH- QUESTIONS (?)

1 Where *are* you from?
2 Where____ he from?
3 Where____ she from?
4 What____ your name?
5 What ____ your names?
6 Where ____ they from?

c Check in GRAMMAR 1.1 p129.

RECEPTIONIST What are your names, please?
DANIEL My name's Daniel Ross and this is Kelly Easton.
RECEPTIONIST Where are you from?
DANIEL We're from __________ .
RECEPTIONIST Welcome to the conference. You're in room 6.



5

EMMA Where's he from?
DAVE He's from __________ .
EMMA OK. And where's she from?
DAVE She's from __________ .
EMMA Right. And where are they from?
DAVE They're from ______ , I think.

7 **a** CD1 16 PRONUNCIATION Listen and practise the sentences in **6a** and the questions in **6b**. Copy the contractions (*I'm, you're, What's*, etc.).

I'm from Spain.

b Work in pairs. Practise conversations 3, 4 and 5.

8 Fill in the gaps with *'m, 're, are* or *'s*.

EMMA Where [1] *are* they from?
DAVE They[2]____ from Egypt.
EMMA What [3]____ **their** names?
DAVE **His** name[4]____ Hanif and **her** name[5]____ Fatima.

RECEPTIONIST What [6]____ **your** names, please?
DIETER **Our** names [7]____ Dieter Koller and Mehmet Kaya.
RECEPTIONIST Where [8]____ you from?
DIETER I[9]____ from Germany and he[10]____ from Turkey.

HELP WITH GRAMMAR
Subject pronouns and possessive adjectives

9 Fill in the table with the words in **bold** in **8**.

subject pronouns	I	you	he	she	it	we	they
possessive adjectives	my	___	___	___	its	___	___

GRAMMAR 1.2 p129

10 **a** Choose the correct words.

RECEPTIONIST What are [1]*you/*[✓ *your*] names, please?
MARTIN [2]*We/Our* names are Martin and Julia Green.
RECEPTIONIST Where are [3]*you/your* from?
MARTIN [4]*We/Our* 're from the USA.

LISA Where are [5]*they/their* from?
TOM [6]*He/His* 's from France and [7]*she/her* 's from Japan.
LISA What are [8]*they/their* names?
TOM [9]*He/His* name's Louis and [10]*she/her* name's Hiroko.

b Work in pairs. Compare answers.

Get ready ... Get it right!

11 Work in pairs. Student A p104. Student B p109.

1B Coffee break

Vocabulary jobs; *a* and *an*
Grammar *be* (2): negative, *yes/no* questions and short answers

QUICK REVIEW Numbers 0–20
Work in pairs. Count from 0 to 20:
A *Zero.* B *One.* A *Two.* B *Three.*
Then count backwards from 20 to 0:
A *Twenty.* B *Nineteen.* A *Eighteen.*

Listening and Speaking

1 **a** Work in pairs. Look at A–D. How do we say the phone numbers?

TIP • In phone numbers 0 = *oh* or *zero* and 11 = *double one.*

b CD1 17 PRONUNCIATION Listen and check. Listen again and practise.

2 **a** CD1 18 Listen to four conversations. Write the phone numbers.

b Ask three students their phone numbers. You can invent numbers if you like!

What's your mobile number?

It's …

What's your home number?

It's …

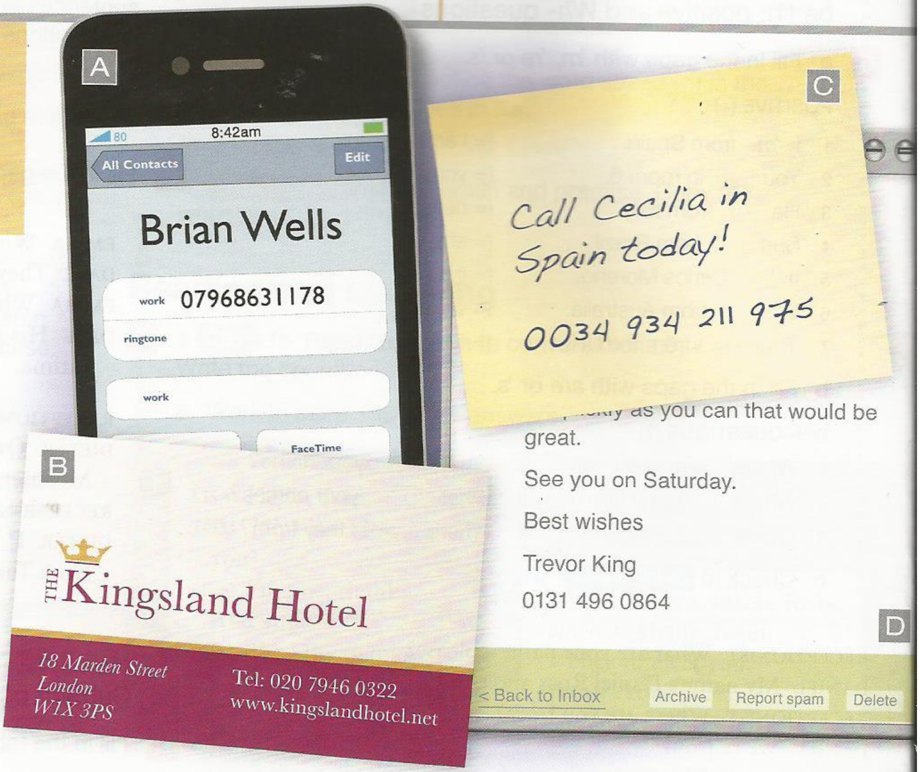
Vocabulary and Speaking
Jobs

3 **a** Work in pairs. Which of these jobs do you know? Then do the exercise in VOCABULARY 1.2 p128.

a manager a doctor an engineer
a sales assistant a waiter/a waitress
a cleaner a police officer
an actor/an actress a musician
a teacher a student a housewife
an accountant a lawyer
a builder a mechanic

TIPS • In these vocabulary boxes we only show the main stress.
• We can also say *I'm unemployed.* not ~~*I'm an unemployed.*~~ and *I'm retired.* not ~~*I'm a retired.*~~

b CD1 19 PRONUNCIATION Listen and practise. Copy the word stress.



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ckly as you can that would be great.

See you on Saturday.

Best wishes

Trevor King
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HELP WITH VOCABULARY *a* and *an*

4 Look at the jobs in **3a**. Then complete the rules with *a* or *an*.

- We use ______ with nouns that begin with a **consonant** sound. (The consonants are *b, c, d, f,* etc.)
- We use ______ with nouns that begin with a **vowel** sound. (The vowels are *a, e, i, o, u.*)

VOCABULARY 1.3 p128

5 Fill in the gaps with *a* or *an*.

1 ______ job
2 ______ student
3 ______ answer
4 ______ book
5 ______ English book
6 ______ room

6 **a** Look again at the pictures in VOCABULARY 1.2 p128. Take turns to cover the words and test your partner.

What's his job?

He's a mechanic.

What's her job?

She's an actress.

b What's your job? Ask other students.

What's your job?

I'm a manager.

What do you do?

I'm a student.

Listening and Speaking

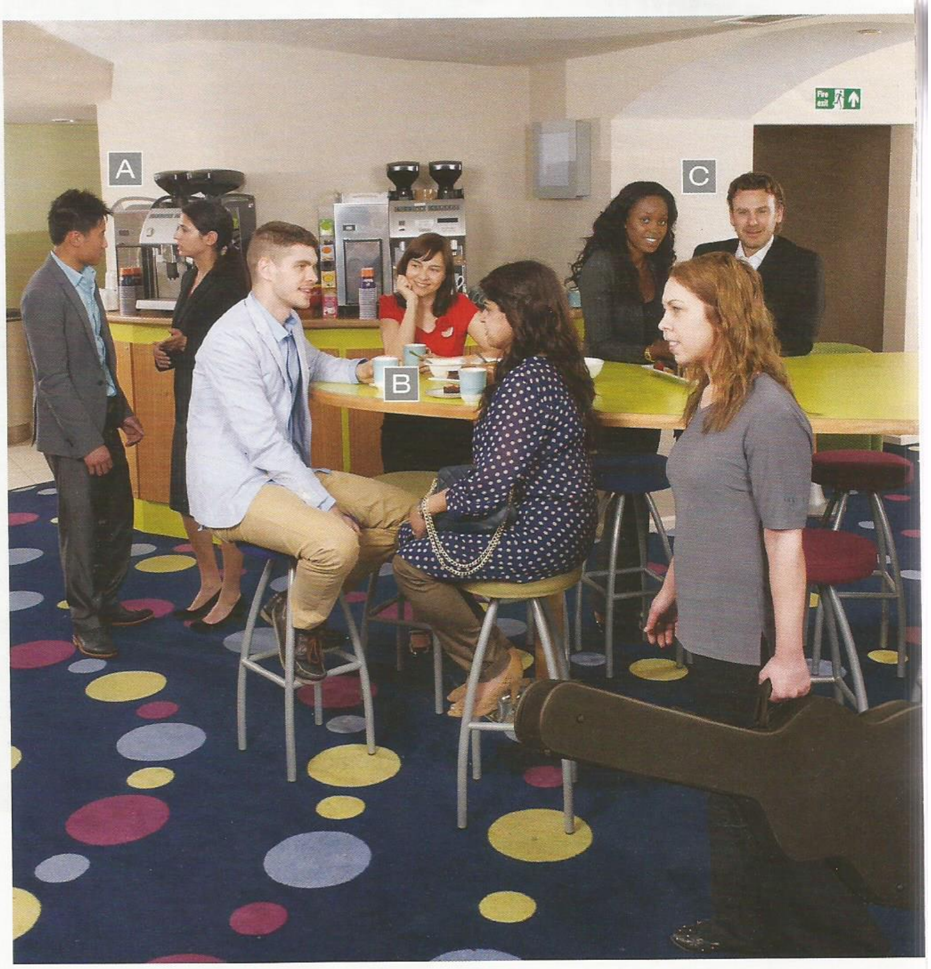
7 **a** CD1 20 Read and listen to these conversations. Fill in the gaps with the correct jobs.

1 A Are you from New York?
B No, we aren't from the USA. We're from Canada.
A Oh, really? What do you do?
B I'm an [1] __________ and Jane's a [2] __________ .

2 A Who's she?
B Her name's Sally Andrews.
A Is she a [3] __________ ?
B Yes, she is. But she isn't famous.

3 A What do you do?
B I'm a [4] __________ . And you?
A I'm an [5] __________ .
B Are you from Mexico?
A No, I'm not. I'm from Colombia.

b Look at the photo. Match conversations 1–3 to the groups of people A–C.



HELP WITH GRAMMAR
be (2): negative, *yes*/*no* questions and short answers

8 **a** Look again at **7a**. Underline all the parts of *be* in the conversations.

b Fill in the gaps in these negative sentences with *'m, aren't* and *isn't*.

1 I ______ not a teacher.
2 You/We/They ______ from the USA. (= are not)
3 He/She/It ______ famous. (= is not)

c Fill in the gaps in these questions and answers with *'m, Is, Are, isn't* or *aren't*.

1 *Are* you from Spain?
Yes, I am./No, I ______ not.
2 ______ she a musician?
Yes, she is./No, she ______ .
3 ______ you from New York?
Yes, we are./No, we ______ .

d Check in GRAMMAR 1.3 p129.

9 CD1 21 PRONUNCIATION Listen and practise. Copy the contractions (*I'm, aren't,* etc.).

I'm not a teacher.

We aren't from the USA.

10 Work in pairs. Ask and answer questions about the people in the photo.

Is he a doctor?

No, he isn't. He's an engineer.

11 **a** Tick (✓) the sentences that are true for you. Make the other sentences negative. Write the correct sentences.

1 I'm an English student. ✓
2 I'm from the UK.
I'm not from the UK. I'm from Poland.
3 My English class is in room 12.
4 I'm an accountant.
5 My teacher's from Australia.
6 My language school is in London.
7 My English lessons are on Tuesdays and Thursdays.
8 The students in my class are all from my country.

b Work in groups. Compare sentences.

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R. Prof Francisca de Queiroz, 120
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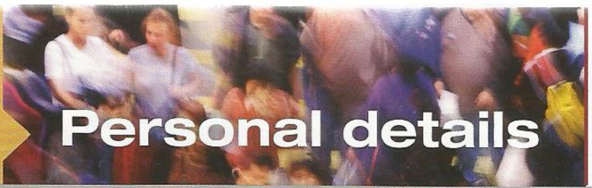
Get ready ... Get it right!

12 Work in pairs. Student A p104. Student B p109.

1C REAL WORLD Personal details



Real World asking for personal details; asking people to repeat things
Vocabulary numbers 20–100

QUICK REVIEW Jobs Work in pairs. Write all the jobs you know. Which pair in the class has the most words?

What number is it?

1 **a** Work in pairs. How do we say these numbers? Check in **VOCABULARY 1.4** p128.

20 30 40 50 60 70 80 90 100

b Work in the same pairs. Say these numbers.

28 34 47 51 63 75 86 92

2 **a** **CD1** 22 Listen to these numbers. Notice the stress.

thirteen thirty fifteen fifty nineteen ninety

b **CD1** 23 Listen and write the numbers.

c **CD1** 24 **PRONUNCIATION** Listen and practise the numbers in **2a** and **2b**.

3 Work in pairs. Say a number between 1 and 100. Your partner says the next three numbers.

fifty-eight

fifty-nine, sixty, sixty-one

What's her address?

4 **a** Look at the photo of Emma. Then match these words to Emma's things 1–3.

a credit card a business card a mobile phone

b Match these words/phrases to the letters a–j in the pictures.

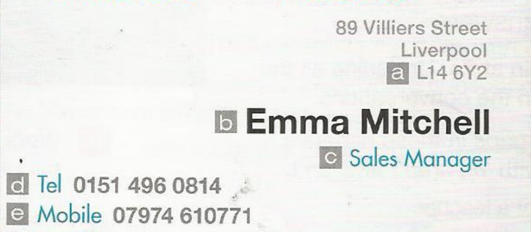
1 first name *b*
2 surname
3 home number
4 work number
5 mobile number
6 home address
7 email address
8 postcode at work
9 credit card number
10 job

c Work in pairs. Ask questions about 1–10 in **4b**.

What's her first name?

Emma.

1



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b **Emma Mitchell**
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f email emma.mitchell@wwl.co.uk

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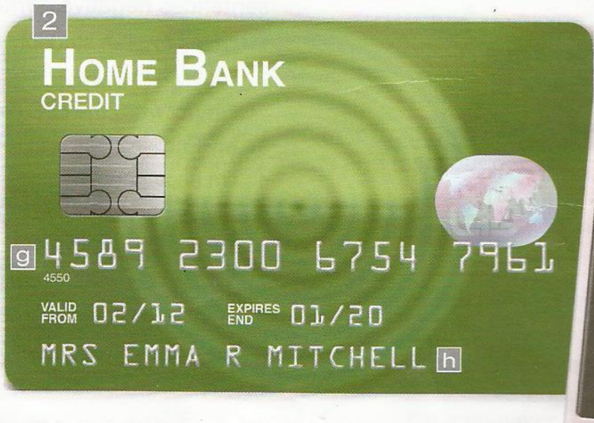

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MRS EMMA R MITCHELL h

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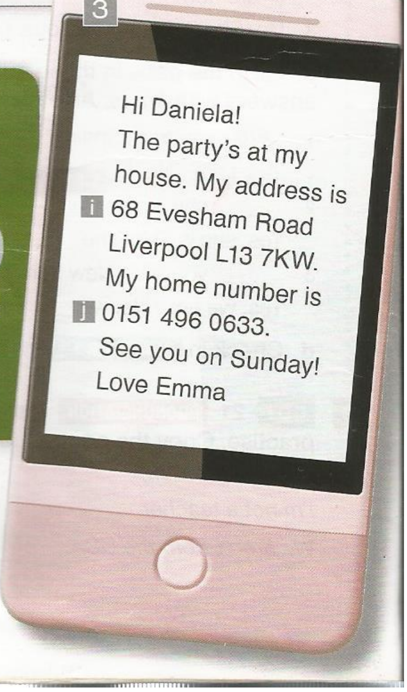


Hi Daniela!
The party's at my house. My address is
i 68 Evesham Road
Liverpool L13 7KW.
My home number is
j 0151 496 0633.
See you on Sunday!
Love Emma

Hiring a car

HELP WITH LISTENING Sentence stress (1)

CD1 25 Look at the photo of Paul. Then listen to the woman's questions. Notice the sentence stress. We stress the important words.

1 What's your surname, please?
2 What's your first name?
3 And what's your nationality?
4 What's your address?
5 And what's your postcode?
6 What's your mobile number?
7 And what's your home number?
8 What's your email address?

a **VIDEO 1** **CD1 26** Watch or listen to Paul's conversation. Tick (✓) the sentences in **5** when you hear them.

b Watch or listen again. Complete the form.

Car Hire Form

Customer ref: 00349

SBP Car Rentals

surname	
first name	*Paul*
nationality	
address	*Road*
	Bristol
mobile number	*07969*
home number	
email address	*paul99@webmail.com*

REAL WORLD Asking people to repeat things

7 **a** **CD1 27** Listen to these sentences from the conversation in the car hire office. Fill in the gaps with these words.

repeat again please Could sorry

1 I'm ________ ?
2 ________ you say that ________ , please?
3 Could you ________ that, ________ ?

b **PRONUNCIATION** Listen again and practise.

REAL WORLD 1.3 p129

8 **CD1 28** **PRONUNCIATION** Listen and practise the questions in **5**. Copy the sentence stress.

9 Work in pairs. Interview your partner and fill in the form. Use the questions in **5**.

Car Hire Form

Customer ref: 00350

SBP Car Rentals

surname	
first name	
nationality	
address	
mobile number	
home number	
email address	

1D VOCABULARY AND SKILLS

Lost property

Vocabulary personal possessions; plurals; *this, that, these, those*

QUICK REVIEW Numbers 0–100
Work in pairs. Count from 0 to 51 in threes: **A** *Zero*. **B** *Three*. **A** *Six*. Then count from 0 to 98 in sevens: **B** *Zero*. **A** *Seven*. **B** *Fourteen*.

1 Look at the picture of the lost property room in the conference hotel. Match these words to 1–17.

diaries *12* wallets
an MP3 player a mobile
watches an umbrella bags
shoes a camera coats
a bike/bicycle a radio
suitcases a laptop
dresses ID cards false teeth

HELP WITH VOCABULARY
Plurals

2 **a** Write the missing letters. When do we add *-s*, *-es* and *-ies*? Which plurals are irregular?

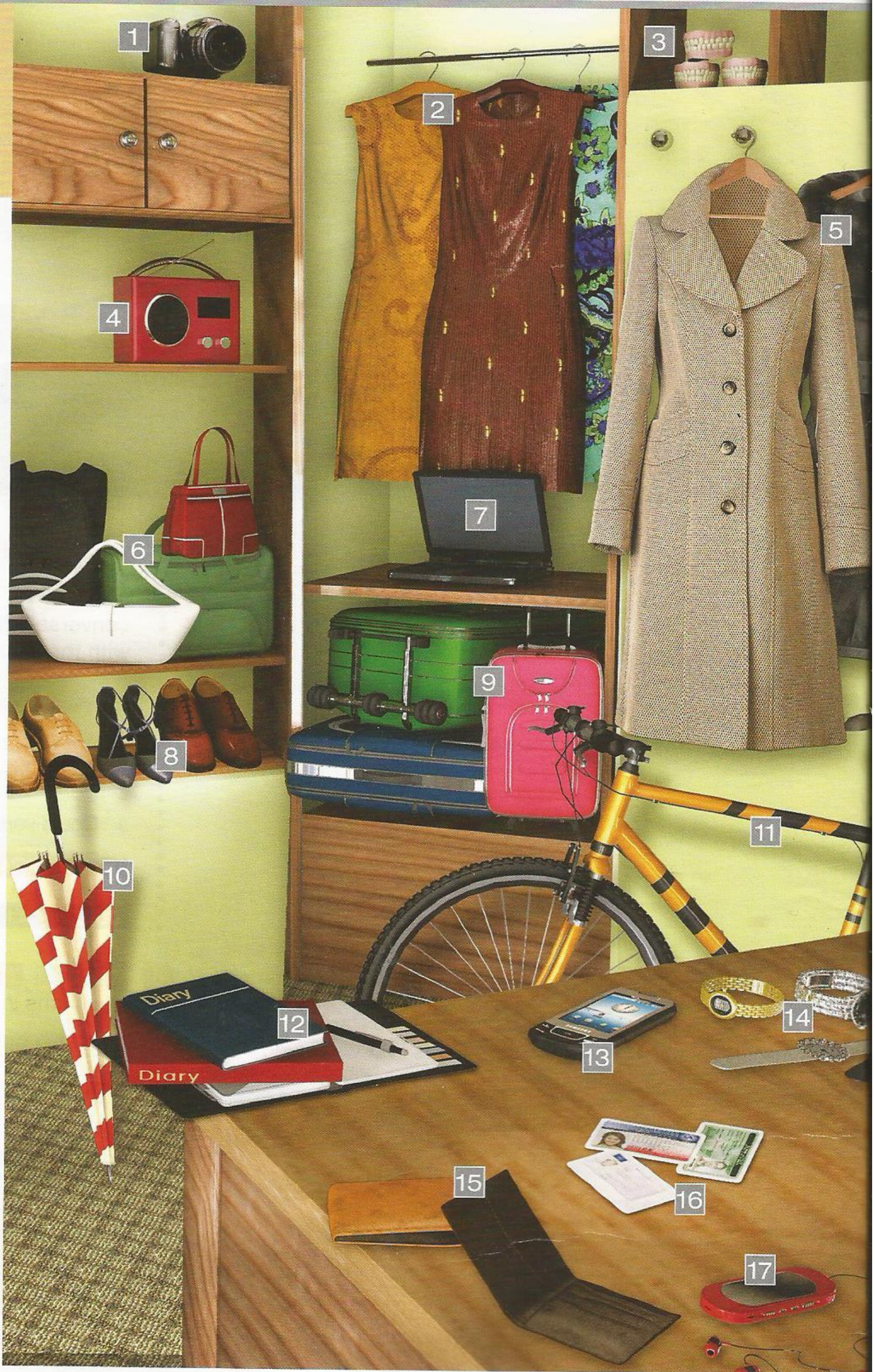
singular	plural
a bag a wallet a suitcase	bag _ wallet _ suitcase _
a watch a dress	watch _ _ dress _ _
a diary	diar _ _ _
a man a woman a child a person a tooth	m _ n wom _ n childr _ n p _ _ ple t _ _ th

b Check in **VOCABULARY 1.6** p128.

3 **CD1** 29 **PRONUNCIATION** Listen and practise the singular and plural words in **2a**.

4 Write the plurals.

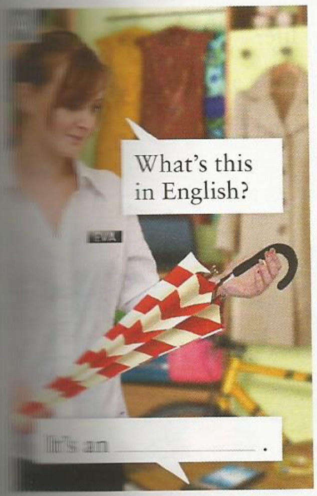
a a bike *bikes*
b a credit card
c a nationality
d a waitress
e a person
f a camera
g an address
h a man
i a country
j a woman

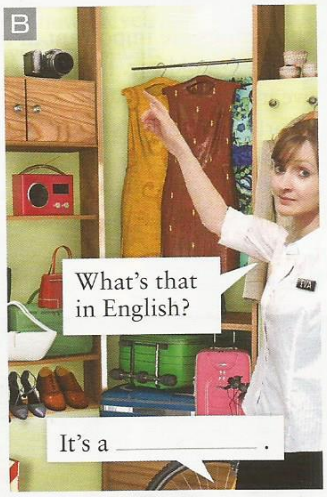


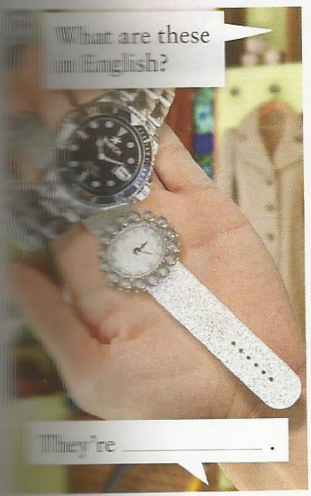
5 Work in pairs. Take turns to test each other on 1–17.

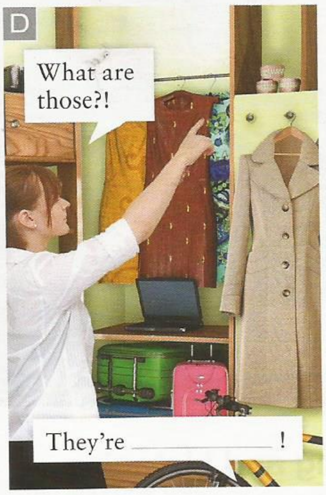
Number 12.
They're diaries.
Number 17.
It's an MP3 player.

Eva's got a job at the hotel. Look at the pictures and fill in the gaps with words from **1**.


A
What's this in English?
It's an ________.


B
What's that in English?
It's a ________.




D
What are those?!
They're ________!

HELP WITH VOCABULARY

this, *that*, *these*, *those*

Fill in the table with *this*, *that*, *these* and *those*.

	here ↓	**there** ↗
singular		
plural		

a CD1 ▸30 **PRONUNCIATION** Listen and practise. Copy the stress.

this → *What's this?* → *What's this in English?*

b Choose three things in the classroom or from your bag. Ask your teacher what they are in English.

What's that in English?

It's a poster.

What are these in English?

They're keys.

HELP WITH PRONUNCIATION

Word stress and syllables

1 CD1 ▸31 Listen to these words. Notice the stress and number of syllables. Listen again and practise.

Brit-ish *Ja-pan*

bi-cy-cle *com-pu-ter* *sev-en-teen*

2 **a** Work in pairs. Write the words in the table.

~~teacher~~ musician address thirty
thirteen umbrella engineer manager
Brazil Germany Japanese mobile
Mexican mechanic unemployed

Brit-ish	*teacher*		
Ja-pan			
bi-cy-cle			
com-pu-ter			
sev-en-teen			

b CD1 ▸32 Listen and check. Listen again and practise.

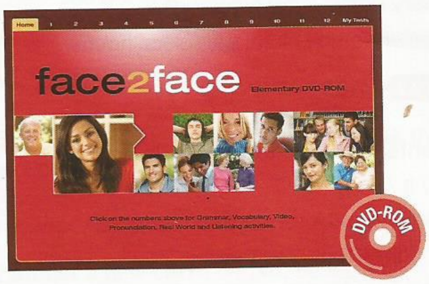
3 **a** Write five words. Mark the stress on each word.

b Work in pairs. Compare words. Is the stress on your partner's words correct?

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 1 and Progress Portfolio 1** p115
- **Language Summary 1** p128
- **1A–D** Workbook p5
- **Self-study DVD-ROM 1** with Review Video



Reading and Writing

- **Portfolio 1** At the hotel Workbook p64
  Reading addresses; hotel registration forms
  Writing capital letters (1); addresses; filling in a hotel registration form

2A What's important?

Vocabulary adjectives (1); adjective word order and *very*
Grammar *have got*: positive and negative, questions and short answers

QUICK REVIEW Personal possessions
What's in the lost property room at the conference hotel? Write all the things you can remember. Work in pairs. Compare lists. Then check on p14.

Vocabulary Adjectives (1)

1 **a** Tick the adjectives you know. Then do the exercise in **VOCABULARY 2.1** p130.

new	old	big	small
good	bad	early	late
cheap	expensive	fast	slow
beautiful	ugly	young	old
easy	difficult	right	wrong
nice	great	important	favourite

b Work in pairs. Take turns to test your partner on the opposites.

old

new

HELP WITH VOCABULARY
Adjective word order and *very*

2 Look at these sentences. Then choose the correct words in the rules.

She's late.

It's a small bag.

It's a very difficult question.

Those are my new shoes.

- We put adjectives *before/after* the verb *be*.
- We put adjectives *before/after* a noun.
- We put *very before/after* adjectives.
- Adjectives *are/aren't* plural with plural nouns.

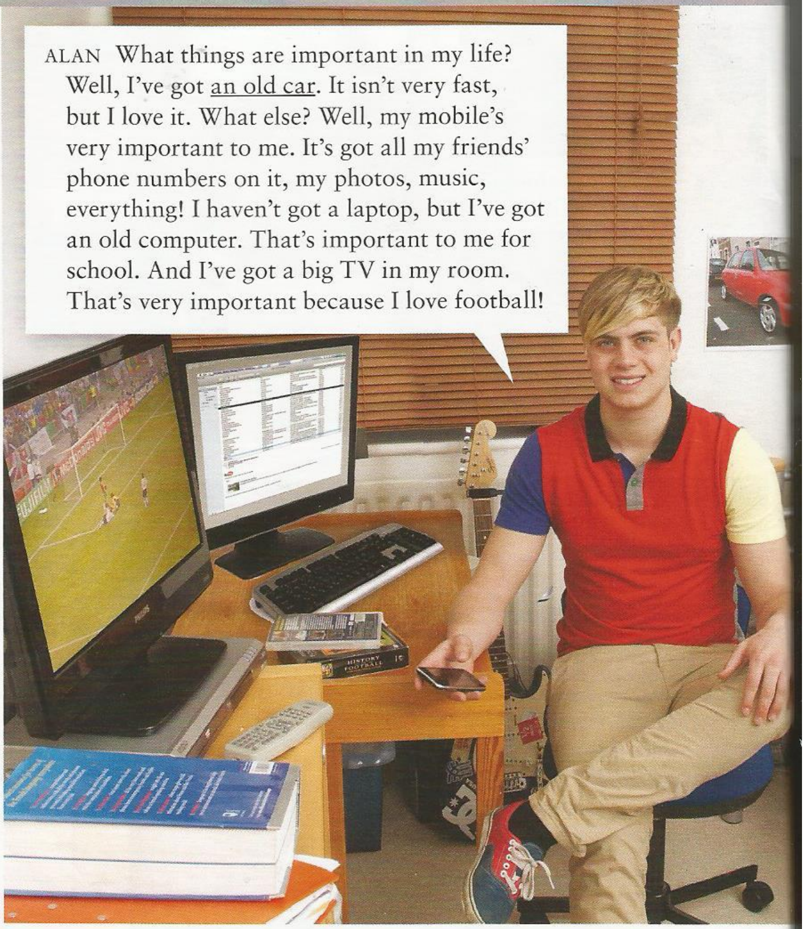
VOCABULARY 2.2 p130

3 **a** Make sentences with these words.

1 very / 's / It / early .
It's very early.
2 answer / right / That / 's / the .
3 very / are / Those / dresses / expensive.
4 cheap / a / It / watch / 's .
5 very / They / good / 're / cameras .
6 question / very / a / difficult / 's / That .

b Work in pairs. Compare sentences.

ALAN What things are important in my life? Well, I've got an old car. It isn't very fast, but I love it. What else? Well, my mobile's very important to me. It's got all my friends' phone numbers on it, my photos, music, everything! I haven't got a laptop, but I've got an old computer. That's important to me for school. And I've got a big TV in my room. That's very important because I love football!



Reading and Listening

4 **a** CD1 33 Read and listen to Alan and his grandmother, Mary. Underline the things that are important to each person.

b Read the texts again. Find all the adjectives.

c Work in pairs. Compare answers.

HELP WITH GRAMMAR *have got:* positive and negative

5 **a** Look again at the texts about Alan and Mary. Find all the examples of *'ve got* (= *have got*), *'s got* (= *has got*), *haven't got* and *hasn't got*.

b Fill in the gaps with *'ve*, *'s*, *haven't* and *hasn't*.

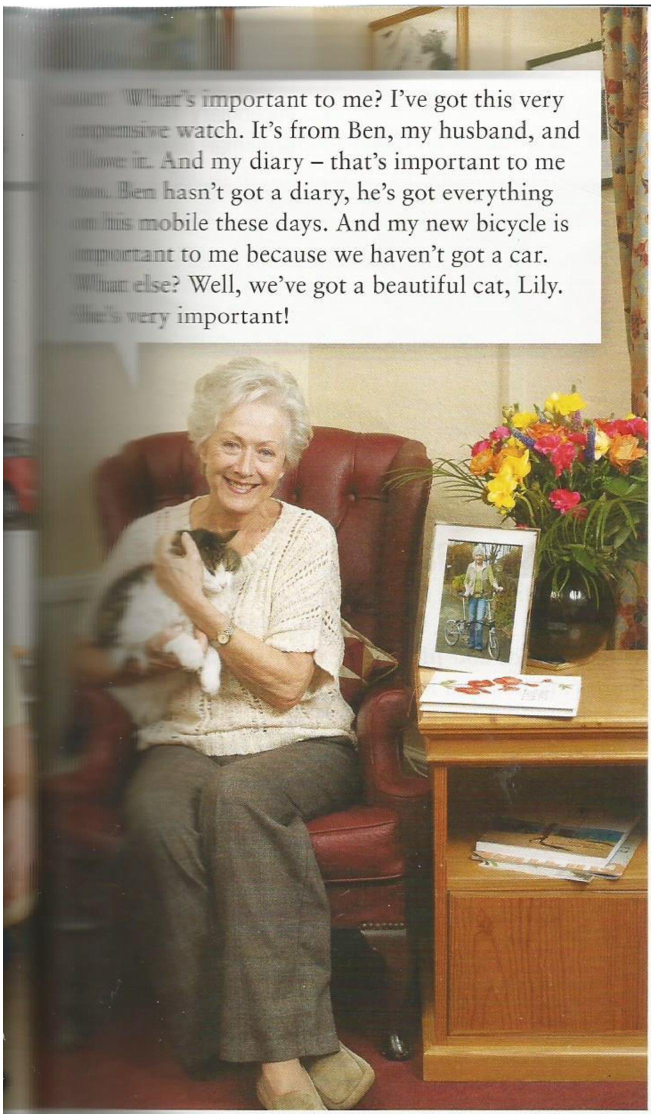
POSITIVE (+)

I/you/we/they ________ got (= have got)
he/she/it ________ got (= has got)

NEGATIVE (–)

I/you/we/they ________ got (= have not got)
he/she/it ________ got (= has not got)

GRAMMAR 2.1 p131



Mary What's important to me? I've got this very expensive watch. It's from Ben, my husband, and I love it. And my diary – that's important to me too. Ben hasn't got a diary, he's got everything on his mobile these days. And my new bicycle is important to me because we haven't got a car. What else? Well, we've got a beautiful cat, Lily. She's very important!

6 CD1 34 **PRONUNCIATION** Listen and practise. Copy the stress and contractions (*I've*, *he's*, etc.).

I've got an old car.

7 Fill in the gaps with the correct form of *have got*.

1 I *'ve got* (+) a new camera.
2 She ______ (–) a very big house.
3 You ______ (+) a nice car.
4 We ______ (–) a computer.
5 I ______ (–) your mobile number.
6 He ______ (+) a very good TV, but he ______ (–) a DVD player.
7 Mary and Ben ______ (+) a beautiful cat called Lily.
8 They ______ (–) a dog.

8 **a** Think of a friend and write five things he/she has got or hasn't got.

b Work in pairs. Compare lists. Are any of the things the same?

PLEASE PAY HERE

Listening and Speaking

9 **a** Work in pairs. Look at the table and guess which things Alan and Mary have got. Put a tick (✓) or a cross (✗) in the *guess* columns.

	Alan		Mary	
product	guess	answer	guess	answer
laptop	✗	✗		
camera				
MP3 player				
radio				
DVD player				

b CD1 35 Listen to Alan and Mary answer questions for a survey. Complete the *answer* columns. Are your guesses correct?

HELP WITH GRAMMAR
have got: questions and short answers

10 **a** Fill in the gaps with *have*, *has*, *haven't* or *hasn't*.

QUESTIONS	SHORT ANSWERS
Have you got a camera?	Yes, I ______ . No, I ______ .
______ he/she got a DVD player?	Yes, he/she ______ . No, he/she ______ .
______ they got any cheap TVs?	Yes, they ______ . No, they ______ .
What ______ you got in your bag?	

TIP • We use *any* with plural nouns in *yes/no* questions.

b Check in GRAMMAR 2.2 p131.

11 CD1 36 **PRONUNCIATION** Listen and practise the questions and short answers in **10a**.

12 Work in pairs. Ask questions about Alan and Mary.

Has Alan got a new car?

No, he hasn't.

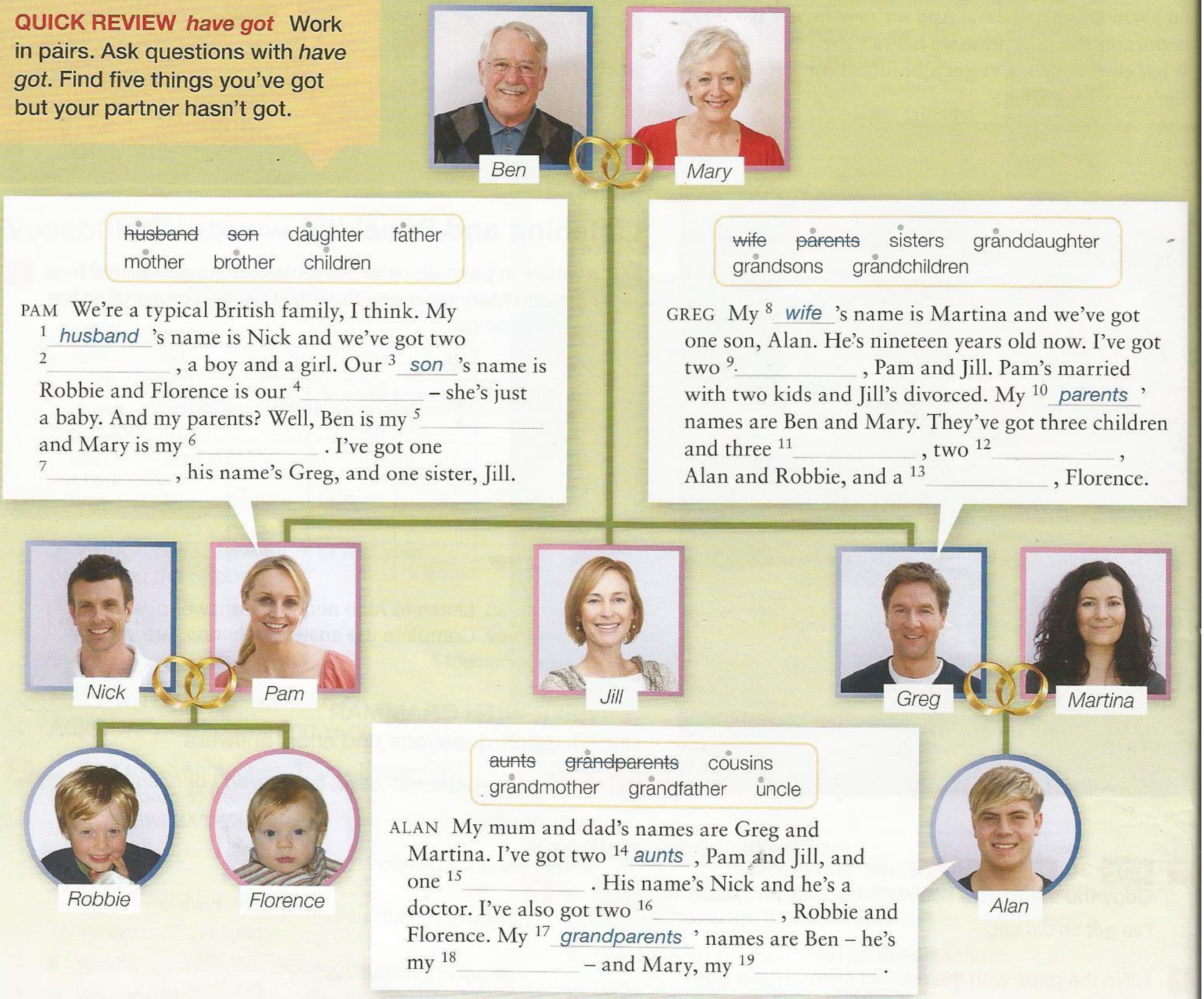
Get ready ... Get it right!

13 Work in pairs. Student A p104. Student B p109.

2B The Browns

Vocabulary family
Grammar possessive *'s*

QUICK REVIEW *have got* Work in pairs. Ask questions with *have got*. Find five things you've got but your partner hasn't got.



~~husband~~ ~~son~~ daughter father mother brother children

PAM We're a typical British family, I think. My 1 *husband* 's name is Nick and we've got two 2______, a boy and a girl. Our 3 *son* 's name is Robbie and Florence is our 4______ – she's just a baby. And my parents? Well, Ben is my 5______ and Mary is my 6______. I've got one 7______, his name's Greg, and one sister, Jill.

~~wife~~ ~~parents~~ sisters granddaughter grandsons grandchildren

GREG My 8 *wife* 's name is Martina and we've got one son, Alan. He's nineteen years old now. I've got two 9______, Pam and Jill. Pam's married with two kids and Jill's divorced. My 10 *parents* ' names are Ben and Mary. They've got three children and three 11______, two 12______, Alan and Robbie, and a 13______, Florence.

~~aunts~~ ~~grandparents~~ cousins grandmother grandfather uncle

ALAN My mum and dad's names are Greg and Martina. I've got two 14 *aunts* , Pam and Jill, and one 15______. His name's Nick and he's a doctor. I've also got two 16______, Robbie and Florence. My 17 *grandparents* ' names are Ben – he's my 18______ – and Mary, my 19______.

Vocabulary, Reading and Listening

Family

1 **a** Look at the family tree. Then read about the family. Fill in the gaps with the words in the boxes.

b CD1 37 Listen and check your answers.

2 Look again at the family tree. Put the words in the boxes in three groups. Then check in VOCABULARY 2.3 p130.

1 ♂ male *father/dad*
2 ♀ female *mother/mum*
3 ⚥ male and female *parents*

3 **a** Write four questions with *How many … ?* about the people in the family tree.

How many brothers and sisters has Pam got?
How many children have Mary and Ben got?

b Work in pairs. Ask and answer your questions.

4 Tick the correct sentences. Change the words in bold in the incorrect sentences.

1 Jill is Pam's ~~**cousin**~~. *sister*
2 Ben is Mary's **husband**.
3 Jill is Alan's **cousin**.
4 Alan is Martina's **son**.
5 Nick and Pam are Robbie's **grandparents**.
6 Mary is Robbie and Florence's **grandmother**.

HELP WITH GRAMMAR Possessive 's

a Look at these sentences. Then read the rule.

Jill is Pam's sister. *My husband's name is Nick.*

- We use a name + **'s** (*Pam's*, etc.) or a noun + **'s** (*husband's*, etc.) for the possessive.

b *'s* can mean *is*, *has* or the possessive. Match 1–3 to a–c.

1	Ben is Pam**'s** father.	a	*'s* = is
2	Jill'**s** her sister.	b	*'s* = has
3	She'**s** got one brother.	c	*'s* = possessive

GRAMMAR 2.3 ▸ p131

Make sentences about these people.

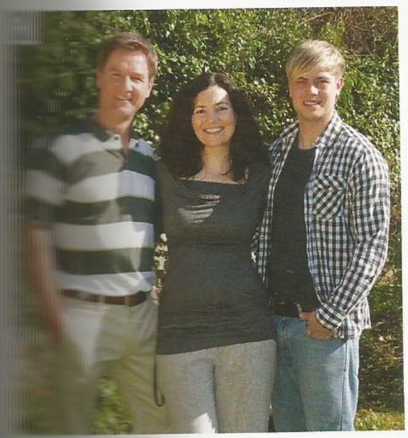
1 Pam / Alan
Pam is Alan's aunt.
2 Greg / Martina
3 Robbie / Florence
4 Mary / Ben
5 Florence / Ben and Mary

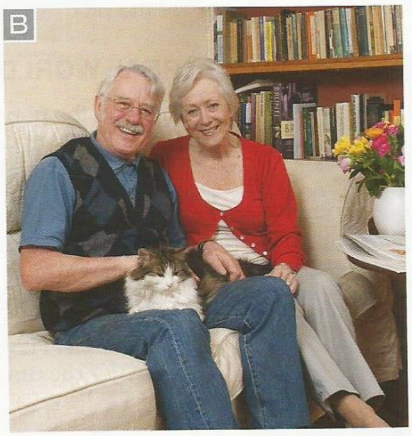
CD1 ▸ **38** **PRONUNCIATION** Listen and practise. Copy the stress.

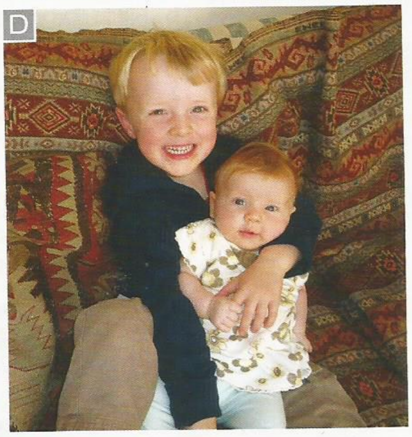
Alan's → Pam is Alan's aunt.

Listening and Speaking

Jill wants to show her new boyfriend, Luke, some photos. Look at photos A–D. Who are the people?







9 **a** **CD1** ▸ **39** Listen to Jill and Luke's conversation. Put photos A–D in order.

b Listen again and choose the correct words.

1 Jill's sister Pam is an [✓ *English*]/*French* teacher.
2 Pam's husband Nick is a *lawyer*/*doctor*.
3 Their son Robbie is *six*/*seven*.
4 Jill's brother Greg is an *engineer*/*accountant*.
5 His wife Martina is *Spanish*/*Italian*.
6 Jill's mother is *retired*/*a sales assistant*.
7 Jill's father is *seventy*/*seventy-three*.

HELP WITH LISTENING
Sentence stress (2)

10 **a** **CD1** ▸ **39** Listen to the first sentence of the conversation again. Notice the sentence stress. We stress the important words.

Luke, come and look at these photos of my family.

b Look at Audio Script **CD1** ▸ **39** p156. Listen to the whole conversation and follow the stressed words.

Get ready ... Get it right!

11 **a** Write your name and the names of five people in your family on a piece of paper. Think what you can say about these people (age, job, married, etc.). Don't write this information.

b Choose a partner, but don't talk to him/her. Swap papers. Make questions to ask about your partner's family.

Who's (Claudia)?

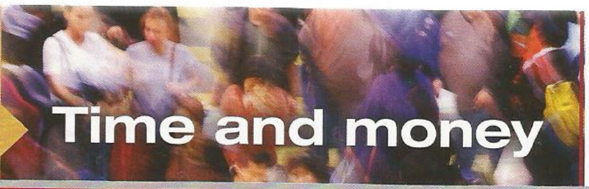
Is she married?

Has she got any children?

12 **a** Work with your partner. Take turns to ask questions about his/her family. Make notes on your partner's answers.

b Tell another student about your partner's family.

REAL WORLD 2C Time and money



Real World telling the time; talking about the time; saying prices; buying tickets at the cinema
Vocabulary time words

QUICK REVIEW Family words Work in pairs. Write all the family words you know. Which words are for men/boys, women/girls, or both?

What's the time?

1 a Put these time words in order.

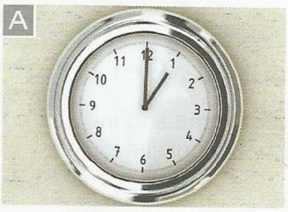
a minute a year a day a week
an hour a second *1* a month

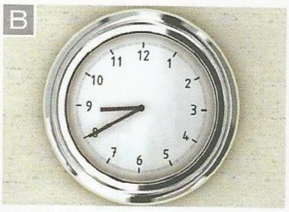
b Work in pairs. Ask and answer these questions.

1 How many minutes are in an hour?
2 How many hours are in a day?
3 How many months are in a year?
4 How many weeks are in a year?
5 How many hours are in a week?
6 How many days are in a year?

2 a Match the times to pictures A–F.

one o'clock *A* quarter to ten twenty past five
half past seven quarter past four twenty to nine

A


B


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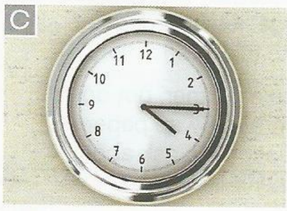

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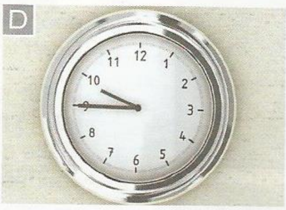

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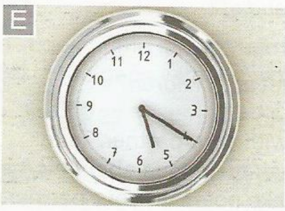
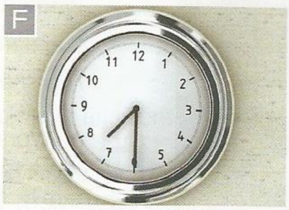
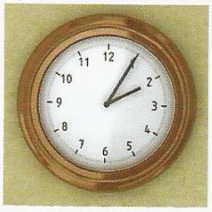


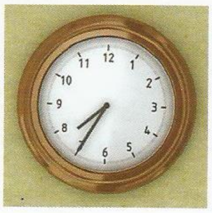
F


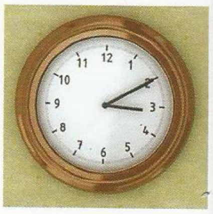
b We can say times in a different way. Match these times to pictures A–F.

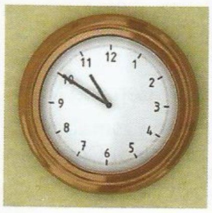
four fifteen five twenty seven thirty
eight forty nine forty-five one

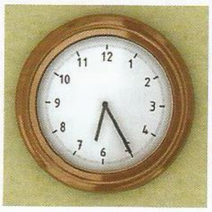
3 a Complete the times.

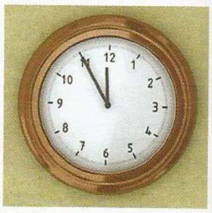

1 five past ______


2 twenty-five to ______


3 ten ______ ______


4 ______ ______ eleven


5 ______-five ______ ______


6 ______ ______ ______

b Check in **REAL WORLD 2.1** **p131**.

4 CD1 40 Listen and match conversations 1–3 to three of the pictures A–F in **2a**.

REAL WORLD Talking about the time

5 a Fill in the gaps in the questions and answers.

What time [1]______ it?

It's [2]______ o'clock.

What's the [3]______, please?

It's about half [4]______ seven.

Excuse me. Have you [5]______ the time, please?

Yes, it's four fifteen.

b Fill in the gaps with *to*, *from* or *at*.

1 My English class is ______ ten.
2 My son's class is ______ seven ______ nine thirty.

REAL WORLD 2.2 **p132**

6 a CD1 41 PRONUNCIATION Listen and practise the questions and answers in **5a**. Copy the polite intonation in the questions.

b Write six times. Work in pairs. Ask and answer the questions in **5a**. Write your partner's times. Are they correct?

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Ticket office: 08081 570570

Book online: www.brentgallery.org.uk

A

FilmWorld

Acton Lane, London W3 5HU

Now showing

A New Day (12)

3 ______, 7.00, 9.20

The Brothers (15)

5.00, 4 ______, 9.30

Tickets: Adults c£10.50 / £11.50

Children d£7.25 / £8.25

For more information phone

08081 570203

www.filmworld.co.uk

B

Alison
Josh
Louise
Chris

An evening out

7 a Look at adverts A and B. Which is for a cinema and which is for an exhibition?

b CD1 42 Listen and write the missing times 1–4 on the adverts.

8 a Work in pairs. How do we say these prices?

£20 £7.50 40p £29.99
€9 €6.50 $35 50c

b CD1 43 PRONUNCIATION Listen and check. Listen again and practise.

c CD1 44 Listen and choose the correct ticket prices a–d on adverts A and B.

9 a Before you watch or listen, check these words with your teacher.

buy pópcorn a screen start

b VIDEO 2 CD1 45 Look at the photo in a cinema. Watch or listen to the people's conversations with the ticket seller. Which film do Chris and Louise want to see? Which film do Alison and Josh want to see?

10 VIDEO 2 CD1 45 Watch or listen again. Complete the table.

	price of tickets	time film starts	screen number
Chris and Louise			
Alison and Josh			

REAL WORLD Buying tickets at the cinema

11 a Read the sentences. Fill in the gaps with these words.

~~Can~~ adults time are
Thanks please is welcome

CUSTOMER	TICKET SELLER
1 *Can* I have (two) tickets for (*The Brothers*), please? (Two) tickets for (*A New Day*), 2 ______. One adult and one child.	Yes, of course.
How much 3 ______ that? How much 4 ______ the tickets?	That's (£23), please. (£11.50) for 5 ______ and (£8.45) for children. So that's (£19.95), please.
Here you are. What 6 ______ is the film?	It starts at (seven fifteen). It starts in (two minutes).
Right. 7 ______ a lot. Thank you very much.	You're 8 ______. Enjoy the film.

b Check in REAL WORLD 2.4 p132.

12 CD1 46 Listen and practise the customer's sentences in **11a**.

13 Work in pairs. Student A p105. Student B p110.

VOCABULARY AND SKILLS 2D

Where's the baby?

Vocabulary things in a house; prepositions of place
Skills listening: a conversation

QUICK REVIEW Times and prices Write four times and four prices. Work in pairs. Say them to your partner. He/She writes them down. Are they correct?

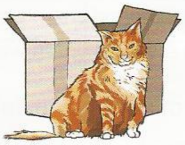
1 Work in pairs. Which of these words do you know? Then do the exercise in **VOCABULARY 2.5** p130.

a mirror a desk a sofa a carpet a door a bookcase
a window the floor a plant a coffee table a lamp curtains

HELP WITH VOCABULARY Prepositions of place

2 Where's the cat? Match the prepositions to pictures 1–6. Then check in **VOCABULARY 2.6** p131.

in on by under behind in front of

1


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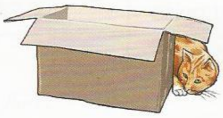

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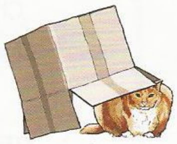

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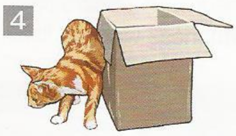

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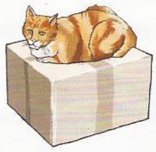

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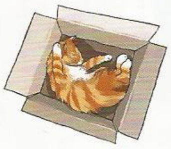
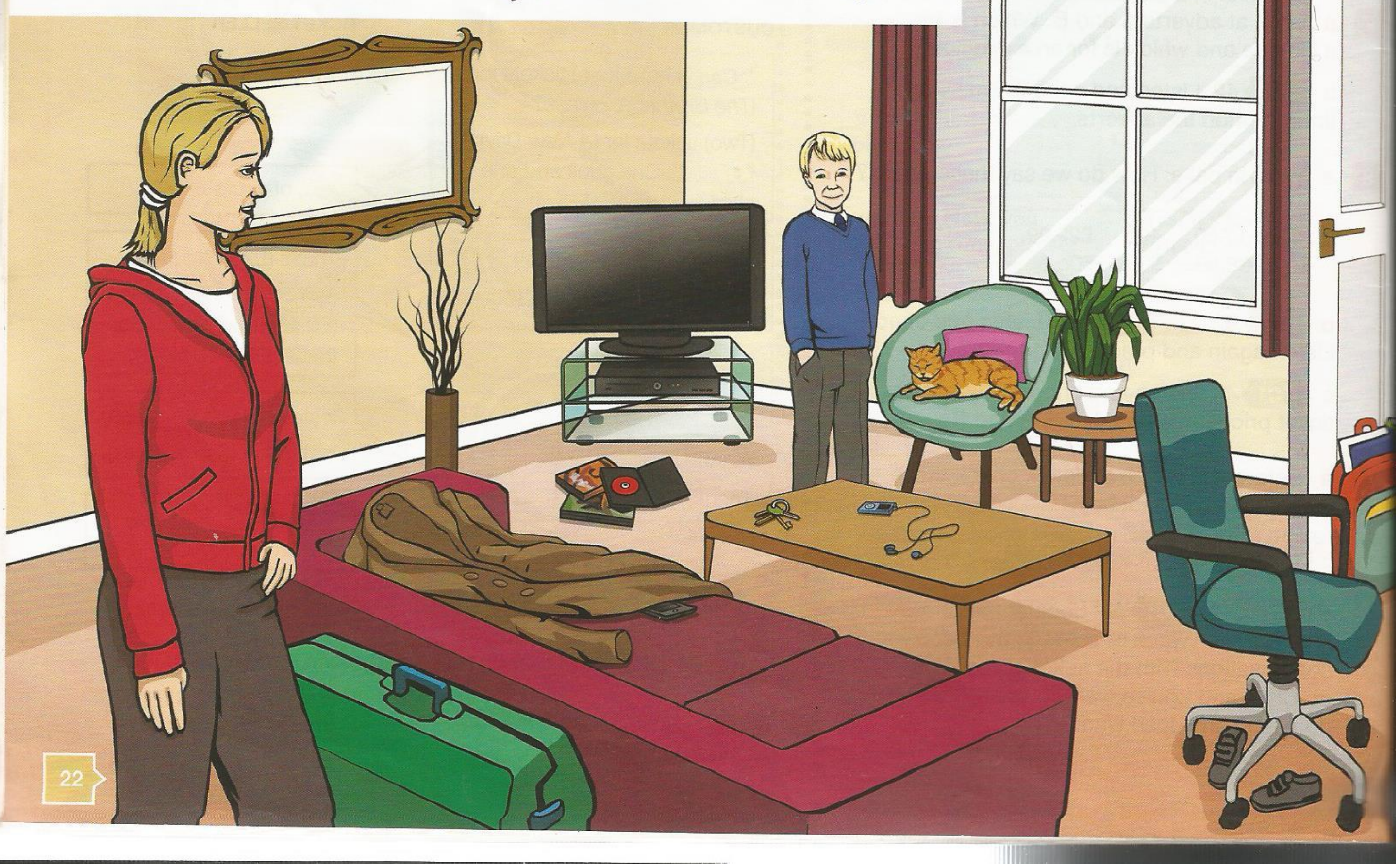


3 **a** Look at the picture. Choose six of these things. Write sentences to say where they are.

Nick's suitcase is behind the sofa

- Nick's suitcase
- Nick's keys
- Nick's mobile phone
- Pam's coat
- Robbie's new shoes
- the cat
- Robbie's bag
- Robbie's books
- Nick's passport
- Robbie's MP3 player
- the lamp
- the DVDs

b Work in pairs. Compare sentences. Are your partner's sentences correct?



[illegible] Work in pairs. Cover the box in **3a**. Point at things in the picture and ask questions with *Whose ...?*

Whose mobile phone is this? It's Nick's.

Whose shoes are these? They're Robbie's.

[illegible] **a** CD1 47 Listen and tick the things in the box in **3a** that the family talk about.

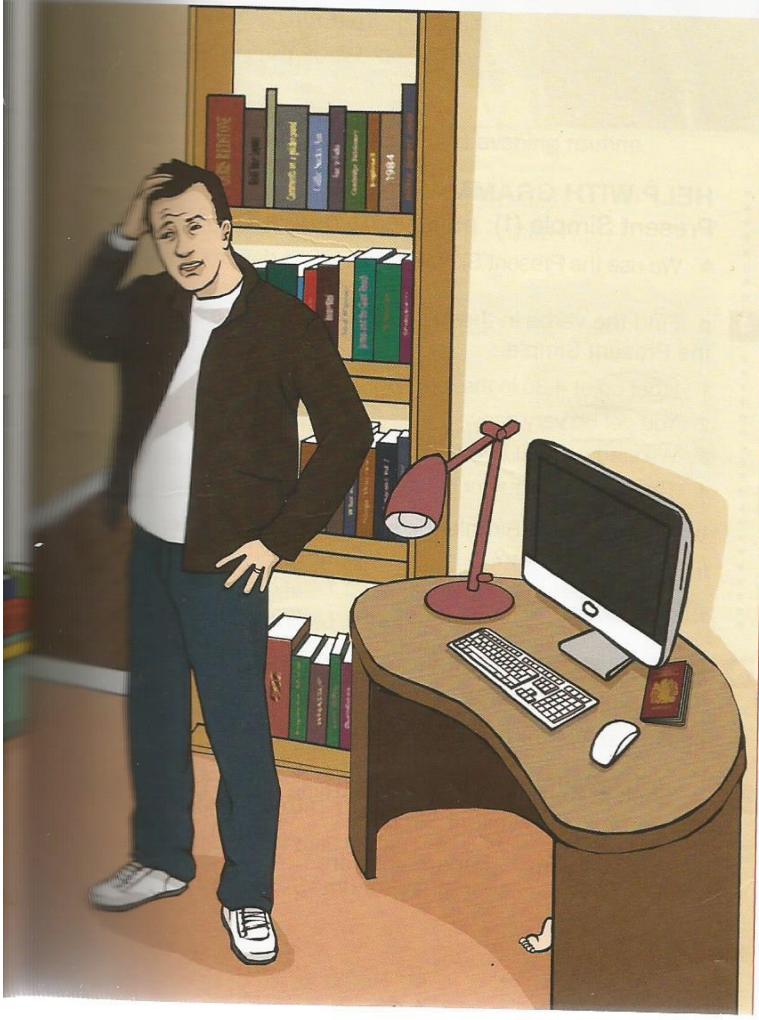
b Listen again. Three things are in the wrong place in the picture. What are they?

c Where's the baby?!

[illegible] Look at Audio Script CD1 47 p156. Listen again and underline all the prepositions of place.

[illegible] Look at the picture for one minute. Then cover the picture. Work in pairs. Take turns to ask where things are in the living room.

Where's Robbie's bag? It's by the door.



HELP WITH PRONUNCIATION

The schwa /ə/ in words

1 **a** CD1 48 The schwa /ə/ is very common in English. Listen to these words. Notice the schwas. Is the schwa stressed?

address /ə/ mechanic /ə/ Poland /ə/ teacher /ə/

doctor /ə/ number /ə/ manager /ə//ə/ /ə/ accountant /ə/

b Listen again and practise.

2 **a** Work in pairs. Underline the schwa in each word.

China seven actor important second
daughter parents Japan police sofa

b CD1 49 Listen and check. Listen again and practise.

3 **a** Look at these words. Circle the word with a schwa.

1 email / [✓ letter]
2 dentist / cleaner
3 seventy / ninety
4 Spanish / German
5 laptop / computer
6 Italy / Egypt
7 window / mirror
8 Saturday / Tuesday

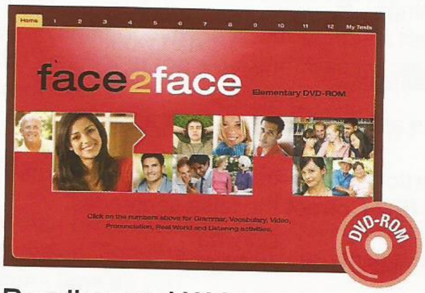
b Work in pairs. Compare answers.

c CD1 50 Listen and check. Listen again and practise.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 2 and Progress Portfolio 2** p116
- **Language Summary 2** p130
- **2A–D** Workbook 2 p10
- **Self-study DVD-ROM 2** with Review Video



Reading and Writing

- **Portfolio 2** My favourite thing Workbook p66
  Reading people's favourite things
  Writing capital letters (2); punctuation; a description of your favourite thing

3A My day

Vocabulary daily routines
Grammar Present Simple (1): positive and *Wh-* questions (*I/you/we/they*)

QUICK REVIEW Prepositions of place
Work in pairs. Say where something is in the classroom: **A** *It's on the floor behind the teacher's desk.* Your partner guesses what it is: **B** *Is it a bag?* **A** *Yes, it is./No, it isn't.*

Vocabulary Daily routines

1 **a** Tick the words/phrases you know. Then do the exercise in VOCABULARY 3.1 p132.

get up   go to bed   leave home   get home
have breakfast   have lunch   have dinner
start work/classes   finish work/classes
work   study   sleep   live

TIP • In these vocabulary boxes we only show the main stress in phrases.

b Match two of the words/phrases from **1a** to these times of day.

1 in the morning *get up*
2 in the afternoon
3 in the evening
4 at night

c Work in pairs. Compare answers. Are they the same?

Reading and Speaking

2 **a** Look at the photos of Kari Matchett. What's her job?

b Before you read, check these words/phrases with your teacher.

glamorous   a TV show   a studio
hair   make-up   learn your lines

c Work in pairs. Guess the times that TV actors do these things.

1 get up
2 have breakfast
3 start work
4 have lunch

d Read the article and check your answers.

3 Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Kari Matchett is from ~~Los Angeles~~. *Canada* *F*
2 TV actors get up very late.
3 They have breakfast at the studio.
4 They work for six hours before lunch.
5 They have half an hour for lunch.

Behind the Camera

by David Ross

This week I talk to Kari Matchett, star of the TV shows *24* and *ER*, about a typical day at the studio and her glamorous life as an actress.

DAVID Where are you from, Kari?
KARI I'm from Canada, but I live and work in Los Angeles.
D Can you tell us about your day-to-day life?
K Well, TV actors work very long days and we start work very early.
D What time do you get up?
K I get up at 4.30 in the morning.
D Wow! You get up very early.

HELP WITH GRAMMAR

Present Simple (1): positive (*I/you/we/they*)

- We use the Present Simple to talk about daily routines.

4 **a** Find the verbs in these sentences. They are in the Present Simple.

1 I get up at 4.30 in the morning.
2 You get up very early.
3 We start work at about 7.00.
4 They have an hour for lunch.

b Is the Present Simple the same or different after *I*, *you*, *we* and *they*?

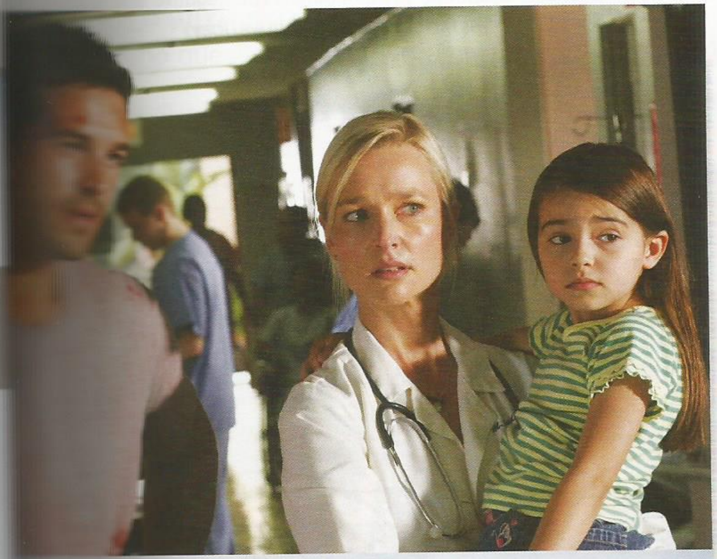
GRAMMAR 3.1 p134

5 CD1 51 PRONUNCIATION Listen and practise the sentences in **4a**. Copy the stress.

I get up at four thirty in the morning.

6 **a** Look at Kari's answers in the article again. Underline all the verbs in the Present Simple.

b Work in pairs. Compare answers.



Yes, and I'm not very good in the morning, so it's always difficult! I leave home at 5.30 and I get to the studio at about 6.00. That's when people do my hair and make-up.
What about breakfast?
I have breakfast at about 6.15 in the make-up room. Then we start work at about 7.00.
When do you have lunch?
We have lunch at 1.00 and we start work again at 2.00.

Read about Kari's afternoon and evening routine. Fill in the gaps with these verbs.

~~finish~~ get go start finish sleep

When do you finish work?
Most days we ¹ *finish* at about 9.00.
You ² ______ work at 7.00 and you ³ ______ work at 9.00!
Yes, it's a very long day, but sometimes I ⁴ ______ for an hour in the afternoon.
What time do you get home?
I ⁵ ______ home at about 9.30.
Where do you have dinner?
Usually at home while I learn my lines for the next day. Then I ⁶ ______ to bed at 11.00.
So do you have a glamorous life?
Not when I'm at work, no – definitely not!

a Write six sentences about your daily routine. Use words/phrases from **1a**.

I start work at half past eight.

b Work in pairs. Compare sentences.

HELP WITH GRAMMAR Present Simple (1): *Wh-* questions (*I/you/we/they*)

9 **a** Look at the table. Notice the word order in questions.

question word	auxiliary	subject	infinitive	
What time	do	you	get up?	
When	do	you	have	lunch?
When	do	you	finish	work
Where	do	you	have	dinner?
What time	do	you	get	home

TIP • Present Simple questions are the same for *I*, *you*, *we* and *they*.

b Write questions 1–3 in the table.

1 When do you finish work?
2 What time do you get home?
3 Where do you have dinner?

c Check in **GRAMMAR 3.2** p134.

10 **a** Make questions with these words.

1 Where / live / you / do ? *Where do you live?*
2 you / do / Where / work ? where do you work
3 What time / get up / you / do ? what time do you get up?
4 start / When / do / you / work or classes ? when do you start work or classes?
5 do / What time / get / you / home ? what time do you get home?
6 dinner / do / When / you / have ? when do you have dinner?

b CD1 52 **PRONUNCIATION** Listen and check. Notice how we say *do you* /djə/. Then listen again and practise.

Where do you /djə/ live?

c Work in pairs. Ask and answer the questions in **10a**.

Get ready ... Get it right!

11 Write eight questions about people's routines in the week or at the weekend. Use words/phrases from **1a**.

What time do you go to bed in the week?

When do you get up at the weekend?

12 **a** Ask other students your questions. For each question, find one student who does this at the same time as you.

b Tell the class two things that you and other students do at the same time.

3B Free time

Vocabulary free time activities (1); time phrases with *on, in, at, every*
Grammar Present Simple (2): negative and *yes/no* questions (*I/you/we/they*)

QUICK REVIEW Daily routines Work in pairs. Ask and answer questions about your Sunday routines: **A** *What time do you get up on Sundays?* **B** *At about eleven. And you?* Are the times the same or different?

Vocabulary Free time activities (1)

1 **a** Work in pairs. Which of these phrases do you know? Then do the exercise in **VOCABULARY 3.2** p133.

stay in
go out (a lot)
eat out
go for a drink
go to the cinema
go to concerts
go shopping
phone friends/my family
visit friends/my family
have coffee with friends
do (a lot of) sport
watch (a lot of) TV/DVDs

b Work in new pairs. What are your five favourite things to do on Saturdays?

Listening

2 Look at the photo of Freddie and Jeanette. Where are they? Are they good friends, do you think?

3 **a** CD1 53 Listen to Freddie and Jeanette's conversation. Are these sentences true (T) or false (F)?

1 Freddie and Jeanette are good friends. *F*
2 They work in the same office.
3 They watch a lot of DVDs.
4 Freddie's got tickets for a concert on Saturday.
5 Freddie and Jeanette are single.

b Listen again. Tick the things in **1a** that Jeanette does in her free time.

1 go out after work
2 watch TV in the evenings
3 go to the cinema
4 watch a lot of DVDs ✓
5 go shopping on Saturday morning
6 go out on Saturday evening
7 visit her parents on Sunday afternoon
8 go to concerts

HELP WITH GRAMMAR
Present Simple (2): negative (*I/you/we/they*)

4 **a** Look at the table. Notice the word order.

subject	auxiliary	infinitive	
I	don't (= do not)	go out	on Saturday evening.
You	don't	work	in this office.

b Write sentences 1 and 2 in the table.

1 We don't stay in at the weekend.
2 They don't watch TV in the day.

c Check in **GRAMMAR 3.3** p134.

5 **a** Tick the sentences that are true for you. Make the other sentences negative.

1 I study English. ✓
2 I phone my family every day
I don't phone my family every day.
3 I go shopping on Saturdays.
4 I watch TV every evening.
5 I eat out with my friends a lot.
6 I live near this school.
7 I have lunch at 12.00 every day.
8 I work at the weekends.

b Work in pairs. Compare sentences.

HELP WITH GRAMMAR Present Simple (2): *yes/no* questions and short answers (*I/you/we/they*)

6 **a** Look at the table. Notice the word order in the questions.

YES/NO QUESTIONS (?)				SHORT ANSWERS
auxiliary	subject	infinitive		
Do	you	eat out	a lot?	Yes, I do. No, I don't.
				Yes, we ______ . No, we ______ .
				Yes, they ______ . No, they ______ .

b Write questions 1 and 2 in the table.

1 Do you go to concerts? 2 Do they watch TV a lot?

c Fill in the gaps in the *short answers* column with *do* or *don't*.

d Check in **GRAMMAR 3.4** p134.

HELP WITH LISTENING
Weak forms (1): *do you … ?*

7 **a** **CD1** 54 Listen to how we usually say *do you*.

YOU EXPECT TO HEAR	YOU USUALLY HEAR
Do you /duː juː/	Do you /djə/
Do you /duː juː/ go out after work?	Do you /djə/ go out after work?

b **CD1** 55 Listen to these questions. Fill in the gaps. You will hear each sentence twice.

1 What ______ ______ ______ in the evenings?
2 ______ ______ ______ to the cinema?
3 What ______ ______ ______ at the weekends?
4 ______ ______ ______ to concerts?

8 **a** Fill in the gaps with *do*, *don't* or a verb from the box.

~~go out~~ visit go out watch go (x2)

1 A *Do* you *go out* a lot in the week?
B Yes, we ______ .
2 A ______ you ______ your parents at the weekend?
B Yes, I ______ .
3 A ______ you ______ to concerts at the weekend?
B No, we ______ .
4 A ______ you ______ shopping on Saturdays?
B Yes, I ______ .
5 A ______ your parents ______ on Saturday evenings?
B No, they ______ . They stay in and ______ TV.

b **CD1** 56 **PRONUNCIATION** Listen and check. Listen again and practise. Copy the stress and weak forms.

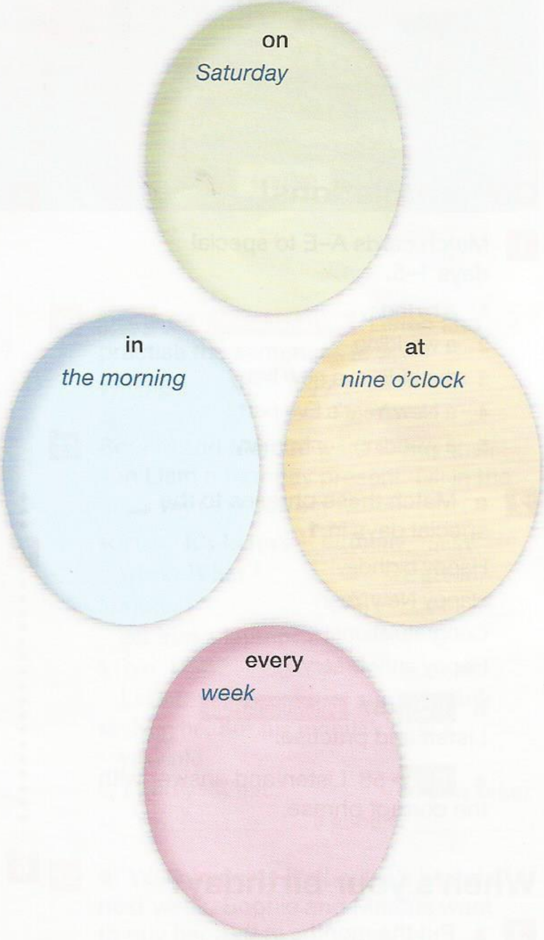
Do you /djə/ go out a lot in the week?

c Work in pairs. Take turns to ask the questions in **8a**. Answer for you.

Vocabulary and Speaking
Time phrases with *on*, *in*, *at*, *every*

9 **a** Write these words and phrases in the correct place. Some words and phrases can go in more than one place. Then check in **VOCABULARY 3.3** p133.

~~Saturday~~ ~~the morning~~ ~~nine o'clock~~ ~~week~~ the afternoon day the evening month half past three night the week Mondays Monday mornings the weekend morning Sunday afternoon



b Work in pairs. Test your partner.

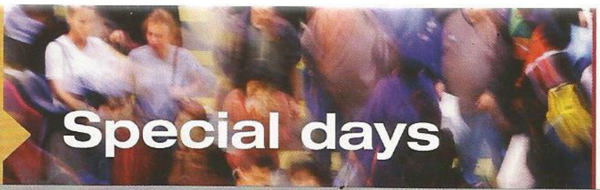
the weekend

at the weekend

Get ready … Get it right!

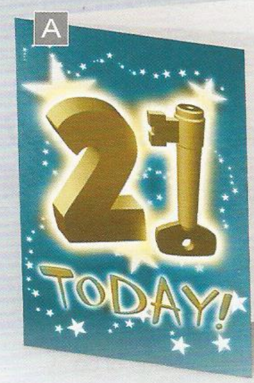
10 Work in two groups. Group A p105. Group B p110.

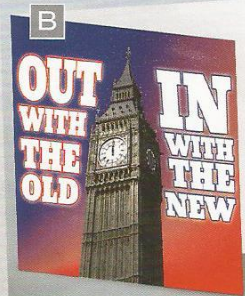
3C REAL WORLD Special days

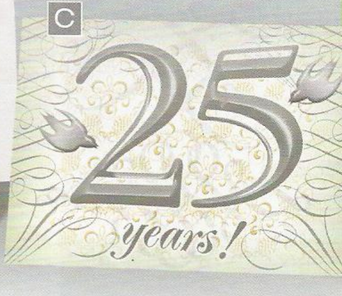


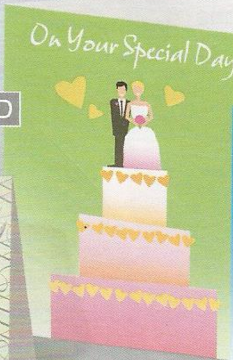
Real World phrases for special days; talking about days and dates; suggestion
Vocabulary months; dates

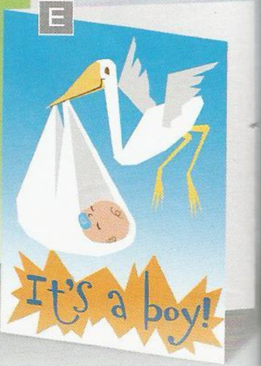
QUICK REVIEW Free time activities Write four ways to end this sentence: *On a perfect day I …* . Work in pairs. Compare your days.











Congratulations!

1 Match cards A–E to special days 1–5.

1 a birthday
2 a wedding
3 the birth of a new baby
4 a New Year's Eve party
5 a wedding anniversary

2 **a** Match these phrases to the special days in **1**.

Happy birthday!
Happy New Year!
Congratulations!
Happy anniversary!

b CD1 57 PRONUNCIATION Listen and practise.

c CD1 58 Listen and answer with the correct phrase.

When's your birthday?

3 **a** Put the months in the correct order.

July March December
January 1 April October
August June February
November May September

b CD1 59 PRONUNCIATION Listen and check. Listen again and practise.

4 **a** Match the dates with the words. Then check in VOCABULARY 3.5 p133.

1st	second	13th	twentieth
2nd	twelfth	20th	thirty-first
3rd	fourth	21st	thirtieth
4th	fifth	22nd	twenty-second
5th	first	30th	twenty-first
12th	third	31st	thirteenth

b CD1 60 PRONUNCIATION Listen and practise the dates in **4a**.

REAL WORLD Talking about days and dates

5 **a** Match questions 1–4 to answers a–d. Notice the words in bold.

1 What day is it today?	a (It's) **the** fifth **of** March.
2 What's the date today?	b (It's) March **the** sixth.
3 What's the date tomorrow?	c (It's **on**) June the third.
4 When's your birthday?	d It's Wednesday.

b CD1 61 PRONUNCIATION Listen and check. Listen again and practise.

REAL WORLD 3.2 p134

6 CD1 62 Listen to six conversations. Which dates do you hear?

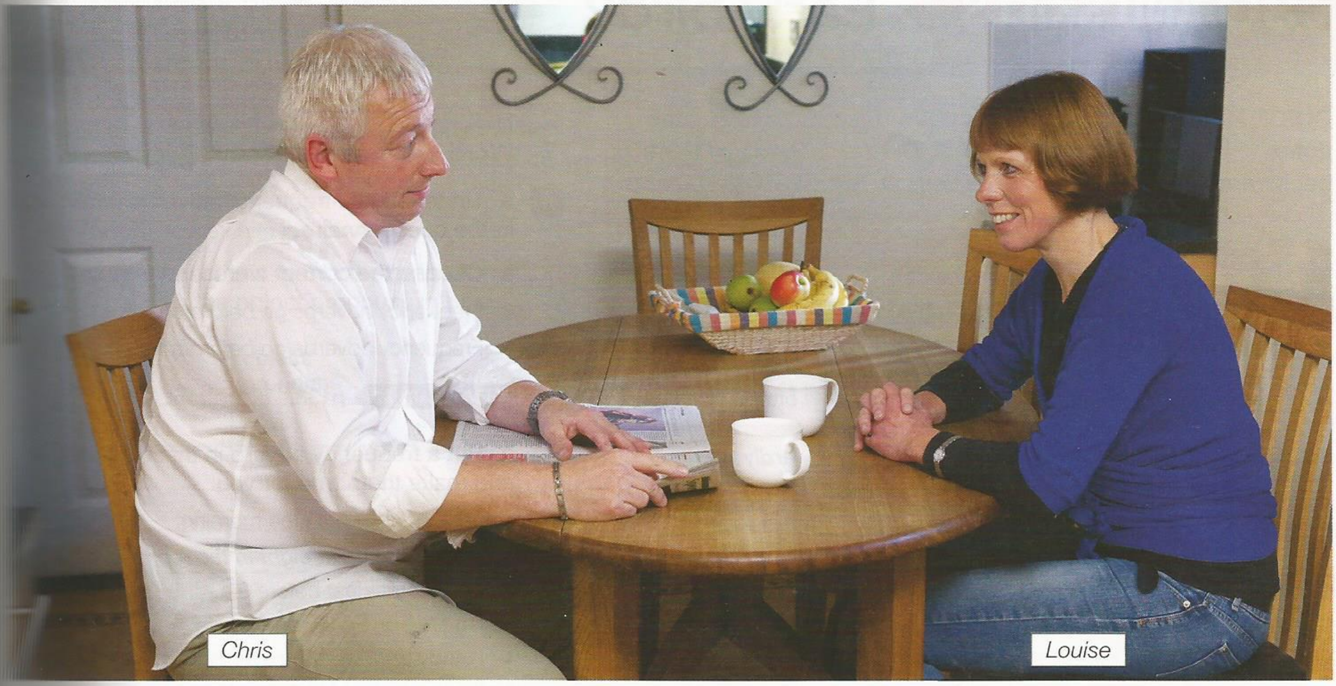
1 September [✓ 5th] / 15th
2 December 13th / 30th
3 March 4th / 14th
4 July 2nd / 22nd
5 October 13th / 30th
6 February 1st / 5th

7 **a** Write four dates that are important to you every year.

b Work in pairs. Say your dates to your partner. Write your partner's dates. Then ask why they are important.

Why is May 6th important to you?

Because it's my wedding anniversary.



What shall we get her?

a **VIDEO** 3 **CD1** 63 Watch or listen to Louise and her husband, Chris. What do they decide to buy their friend Sophie for her birthday?

b Watch or listen again and choose the correct answer.

1 The date today is the *19th/*[✓ *29th*].
2 It's Sophie's birthday on *Tuesday/Thursday*.
3 Louise *has got/hasn't got* Sophie a birthday card.
4 Sophie *has got/hasn't got* an MP3 player.
5 Sophie *has got/hasn't got* lots of books.
6 Sophie and Marcus *watch/don't watch* a lot of DVDs.

REAL WORLD Suggestions

Read these sentences. Fill in the gaps with these words.

~~get~~ good What Why think her

What shall we ¹ get her?

² ______ about (an MP3 player)?

No, I don't ³ ______ so.

⁴ ______ don't we get her (a book)?

Maybe.

Let's get ⁵ ______ (a DVD).

Yes, that's a ⁶ ______ idea.

TIP • We can say *get* or *buy*: *What shall we get/buy her?*

REAL WORLD 3.3 p134

10 **CD1** 64 **PRONUNCIATION** Listen and practise the sentences in **9**.

What shall we get her?

11 Sophie and Marcus want to buy their son Liam a birthday present. Fill in the gaps with the correct words.

SOPHIE It's Liam's ¹ birthday next week. What ² ______ we get him?
MARCUS ³ ______ don't ⁴ ______ get him a laptop?
S No, I ⁵ ______ think ⁶ ______ . Let's ⁷ ______ him a new mobile.
M Maybe. But his mobile's only a year old.
S I know! What ⁸ ______ a new bike?
M Yes, ⁹ ______ a good ¹⁰ ______ .

12 **a** Work in pairs. It's Louise's birthday next week. Sophie and Marcus want to buy her a present. Write their conversation. Use language from **9**.

b Practise the conversation until you remember it.

c Work in groups of four. Role-play your conversations for the other pair. What present do the other pair choose?

3D VOCABULARY AND SKILLS

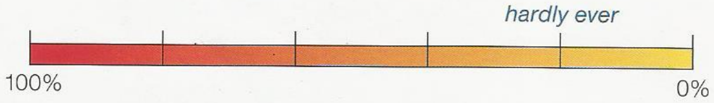
Early bird?

Vocabulary frequency adverbs
Grammar subject and object pronouns
Skills reading: a questionnaire;
listening: a conversation

QUICK REVIEW Dates Work in pairs. Take turns to say the dates 1st–31st: **A** *First.* **B** *Second.* **A** *Third* … . Then say them backwards! **A** *Thirty-first.* **B** *Thirtieth.* **A** *Twenty-ninth* … .

1 Put these frequency adverbs on the line. Then check in **VOCABULARY 3.6** p133.

~~hardly ever~~ never always sometimes often usually



2 **a** Read the questionnaire. Tick your answers.

b Look at p114. What's your score? Are you an early bird or a night owl?

c Work in groups. Compare scores. How many of your answers are the same?

3 **a** CD1 65 Listen to Jeanette and her husband, Dominic. Write *J* by Jeanette's answers to the questionnaire.

b Work in pairs. Compare answers. What's Jeanette's score? What kind of person is she?

HELP WITH VOCABULARY

Word order of frequency adverbs

4 **a** Underline the frequency adverbs (*often*, etc.) in the questionnaire.

b Choose the correct words in the rules.

- Frequency adverbs go *before/after* the verb *be*.
- Frequency adverbs go *before/after* other verbs.

VOCABULARY 3.7 p133.

5 **a** Put a frequency adverb in these sentences and make them true for you.

1 I get up at eight in the morning.
I never get up at eight in the morning.
2 I have breakfast before 9 a.m.
3 I'm tired on Friday evenings.
4 I study English in the evening.
5 I'm happy on Monday mornings.
6 I go to the cinema at the weekend.
7 I'm late for my English class.
8 I watch TV on Sunday afternoons.

b Work in pairs. Compare sentences. How many are the same?

Are you an early bird or a night owl?

Do the questionnaire to find out!

1 When I get up in the morning …
a I'm always happy and I have a lot of energy.
b I'm sometimes happy, but I don't have a lot of energy.
c I'm not very happy and I never have a lot of energy.

2 At the weekend …
a I sometimes get up before 9 a.m.
b I always get up before 9 a.m.
c I hardly ever get up before 9 a.m.

3 When I go to a party …
a I always stay to the end.
b I sometimes stay to the end.
c I never stay to the end.

4 When there's a good film on TV late at night …
a I always watch it to the end.
b I usually record it and go to bed.
c I often watch the beginning but I never see the end.

5 When I see friends at the weekend …
a I usually see them in the afternoon.
b I sometimes have coffee with them in the morning.
c I hardly ever see them before 9 p.m.

6 When a friend phones me before 8 a.m. …
a I'm always happy to talk to him/her.
b I'm sometimes happy to talk to him/her.
c I never answer the phone.

HELP WITH GRAMMAR
Subject and object pronouns

a Look at the words in pink and blue in these sentences. Which are subject pronouns? Which are object pronouns?

I usually see them in the afternoon.
We hardly ever see him in the week.

b Look at questions 4–6 in the questionnaire. Fill in the table with the object pronouns in blue.

subject pronouns	object pronouns
I	me
you	you
he	
she	
it	
we	us
they	

c Check in **GRAMMAR 3.5** p134.

a Choose the correct words.

1 Lauren's my sister and [✓ *I*]/*me* see *she/her* every Sunday.
2 Ian and I phone Eve a lot, but *she/her* never phones *we/us*.
3 My name's Zachariah, but my friends always call *I/me* Zak.
4 Alexander's our son and *we/us* see *he/him* every weekend.
5 Rob and Andy are my cousins, but *I/me* hardly ever talk to *they/them*.

b Work in pairs. Compare answers. Underline the object pronouns. Who do they refer to?

1 *her → Lauren*

a Write two things you: always, usually, sometimes, hardly ever do in the morning.

always – get up early, have coffee

b Work in new pairs. Compare answers. Are any the same?

I always get up early in the morning.

Me too.

HELP WITH PRONUNCIATION
How we say *th*

1 **a** CD1 66 Listen to these sounds and words. Notice the two ways we say *th*.

/θ/		/ð/	
fourth	thirteenth	the	this that
month	birthday	these	those
think	thing	they	their
Thursday	teeth	with	mother
		father	brother

b Listen again and practise.

2 **a** CD1 67 Listen to these sentences. Listen again and practise.

1 Who's that over there with Matthew's father?
2 It's Kathy's thirty-third birthday this Thursday.
3 I think Beth's three brothers are with their mother.
4 That's the sixth or seventh time this month.
5 Thanks for taking those things to Theo's brother.
6 I think those are their father's things.

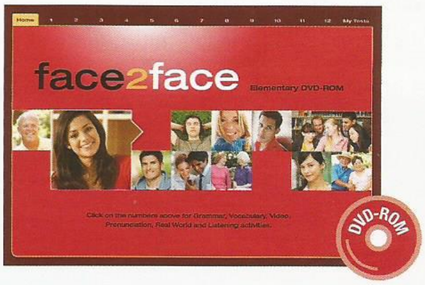
b Work in pairs. Take turns to say the sentences. Is your partner's pronunciation correct?

c Say one of the sentences for the class.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 3 and Progress Portfolio 3** p117
- **Language Summary 3** p132
- **3A–D** Workbook p15
- **Self-study DVD-ROM 3** with Review Video



Reading and Writing

- **Portfolio 3** All about me Workbook p68
  Reading learner profiles
  Writing connecting words (1): *and*, *but*, *because*; a learner profile

4A Away from home

Vocabulary free time activities (2)
Grammar Present Simple (3): positive an
negative (*he/she/it*)

QUICK REVIEW Frequency adverbs Write sentences about things you: never, sometimes, always, often do on Saturdays. Work in pairs. Take turns to say your sentences. Are any the same?

Vocabulary and Speaking
Free time activities (2)

1 **a** Tick the phrases you know. Then do the exercise in **VOCABULARY 4.1** p135.

take photos go to the gym
watch sport on TV play video games
play tennis read books or magazines
go cycling go swimming go running
go clubbing listen to music
listen to the radio

TIP • We can say *play video games* or *play computer games*.

b Work in pairs. Ask and answer questions about the free time activities in **1a**.

Do you watch sport on TV?

No, never.

Yes, every weekend.

Listening and Speaking

2 **a** Before you read and listen, check these words with your teacher.

an observatory stars the weather
a holiday hot rain

b Read the email and look at the photo. Where is Trevor? Who is Polly, do you think?

c **CD1** 68 Listen to Polly and her friend, Lorna. Choose the correct answers.

1 Trevor is in *Argentina/Chile*.
2 Trevor and Polly *are/aren't* married.
3 Trevor's got *three/four* weeks' holiday.
4 The hotel *is/isn't* very good.

3 **a** Work in pairs. What does Trevor do in his free time, do you think? Choose six activities from **1a**.

b **CD1** 69 Listen to the rest of Polly and Lorna's conversation. Are your guesses correct?

HELP WITH LISTENING Linking (1)

- We usually link consonant (*b*, *c*, *d*, *f*, etc.) sounds at the end of a word with vowel (*a*, *e*, *i*, *o*, *u*) sounds at the beginning o the next word.

4 **a** **CD1** 70 Listen and notice the linking.

YOU EXPECT TO HEAR	YOU USUALLY HEAR
And all of	And‿all‿of
the people are nice	the people‿are nice
And all of the people are nice.	And‿all‿of the people‿are nice.

b Look at Audio Script **CD1** 69 p157. Listen again and notice the linking in Polly's part of the conversation.

HELP WITH GRAMMAR
Present Simple (3): positive and negative (*he/she/it*)

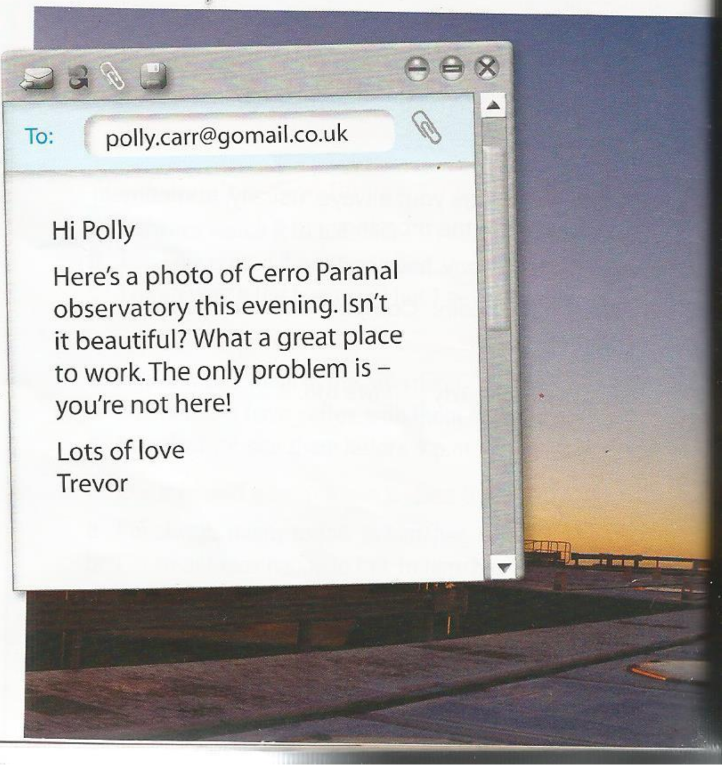
5 **a** Look at these sentences. Then complete the rules.

*He **plays** video games.*
*He **doesn't like** the weather.*
*He **watches** lots of DVDs.*
*She **doesn't talk** to him very often.*

- In positive sentences with *he*, *she* and *it* we add ______ or ______ to the infinitive.
- In negative sentences with *he*, *she* and *it* we use ______ + infinitive.

TIP • *have* is irregular: *he/she/it* **has** ... : *He* **has** *tennis lessons every week.*

b Check in **GRAMMAR 4.1** p137.



To: polly.carr@gomail.co.uk

Hi Polly

Here's a photo of Cerro Paranal observatory this evening. Isn't it beautiful? What a great place to work. The only problem is – you're not here!

Lots of love
Trevor

4A Away from home

Vocabulary free time activities (2)
Grammar Present Simple (3): positive an
negative (*he/she/it*)

QUICK REVIEW Frequency adverbs Write sentences about things you: never, sometimes, always, often do on Saturdays. Work in pairs. Take turns to say your sentences. Are any the same?

Vocabulary and Speaking

Free time activities (2)

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take photos go to the gym
watch sport on TV play video games
play tennis read books or magazines
go cycling go swimming go running
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listen to the radio

TIP • We can say *play video games* or *play computer games*.

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No, never.

Yes, every weekend.

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an observatory stars the weather
a holiday hot rain

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4 The hotel *is/isn't* very good.

3 **a** Work in pairs. What does Trevor do in his free time, do you think? Choose six activities from **1a**.

b **CD1** 69 Listen to the rest of Polly and Lorna's conversation. Are your guesses correct?

HELP WITH LISTENING Linking (1)

- We usually link consonant (*b*, *c*, *d*, *f*, etc.) sounds at the end of a word with vowel (*a*, *e*, *i*, *o*, *u*) sounds at the beginning o the next word.

4 **a** **CD1** 70 Listen and notice the linking.

YOU EXPECT TO HEAR	YOU USUALLY HEAR
And all of	And‿all‿of
the people are nice	the people‿are nice
And all of the people are nice.	And‿all‿of the people‿are nice.

b Look at Audio Script **CD1** 69 p157. Listen again and notice the linking in Polly's part of the conversation.

HELP WITH GRAMMAR

Present Simple (3): positive and negative (*he/she/it*)

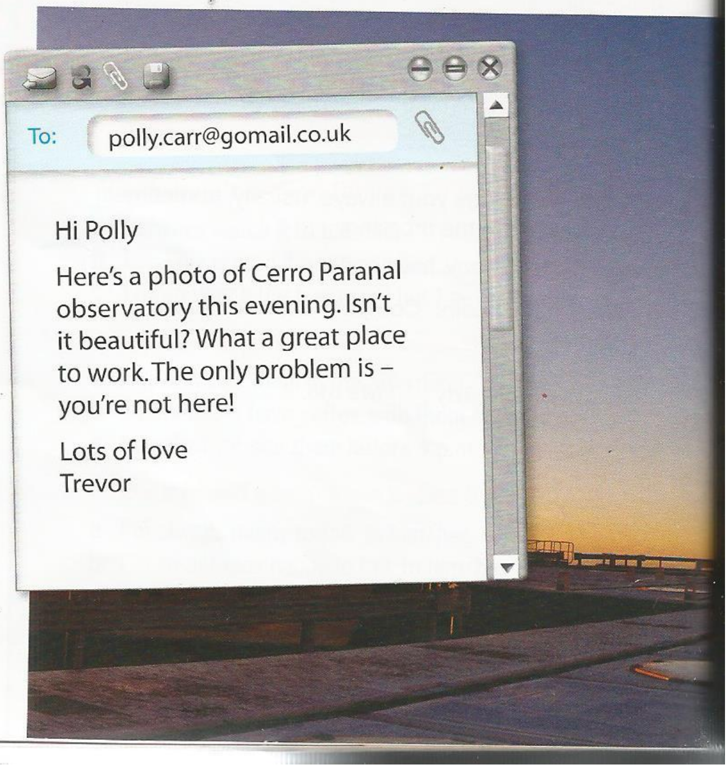
5 **a** Look at these sentences. Then complete the rules.

*He **plays** video games.*
*He **doesn't like** the weather.*
*He **watches** lots of DVDs.*
*She **doesn't talk** to him very often.*

- In positive sentences with *he*, *she* and *it* we add ______ or ______ to the infinitive.
- In negative sentences with *he*, *she* and *it* we use ______ + infinitive.

TIP • *have* is irregular: *he/she/it* **has** … : *He* **has** *tennis lessons every week.*

b Check in **GRAMMAR 4.1** p137.


To: polly.carr@gomail.co.uk

Hi Polly

Here's a photo of Cerro Paranal observatory this evening. Isn't it beautiful? What a great place to work. The only problem is – you're not here!

Lots of love
Trevor

a Check the spelling rules in **GRAMMAR 4.2** p137. Then write the *he/she/it* forms of these verbs.

watch play go write phone get
finish have study start do live

b **CD1** 71 **PRONUNCIATION** Listen and practise the infinitives and the *he/she/it* forms of the verbs in **6a**. Which have the sound /ɪz/ at the end?

watch, watches /ɪz/

Fill in the gaps with the correct form of the verbs in brackets.

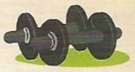
Lorna and Polly are both sales assistants in London, but they 1 *don't work* (not work) in the same shop. Polly 2 ________ (work) in a shoe shop and Lorna 3 ________ (work) in a bookshop. In their free time they 4 ________ (read) a lot. Lorna 5 ________ (not like) sport, but Polly 6 ________ (play) tennis a lot and she 7 ________ (watch) sport on TV. At the weekend Lorna 8 ________ (not stay) in London. She 9 ________ (go) to see her parents in Bath. Polly 10 ________ (not visit) her parents very often because they 11 ________ (not live) in England.

Get ready … Get it right!

8 **a** Choose a partner, but don't talk to him/her. Look at the words/phrases in the box. Guess what your partner does or doesn't do in his/her free time. Complete the sentences with the positive or negative form of the verbs in brackets.

My partner's name Nayora

He/She doesn't go swimming. (go)
He/She doesn't play tennis. (play)
He/She doesn't watch sport on TV. (watch)
He/She doesn't go to the gym. (go)
He/She doesn't read books/magazines. (read)
He/She doesn't play video games. (play)
He/She doesn't go cycling. (go)
He/She watches a lot of DVDs. (watch)
He/She doesn't clubbing. (go)



b Make questions with *you* for each sentence in the box.

Do you go swimming?

9 **a** Work with your partner. Take turns to ask your questions. How many of your guesses are correct?

Do you go swimming?

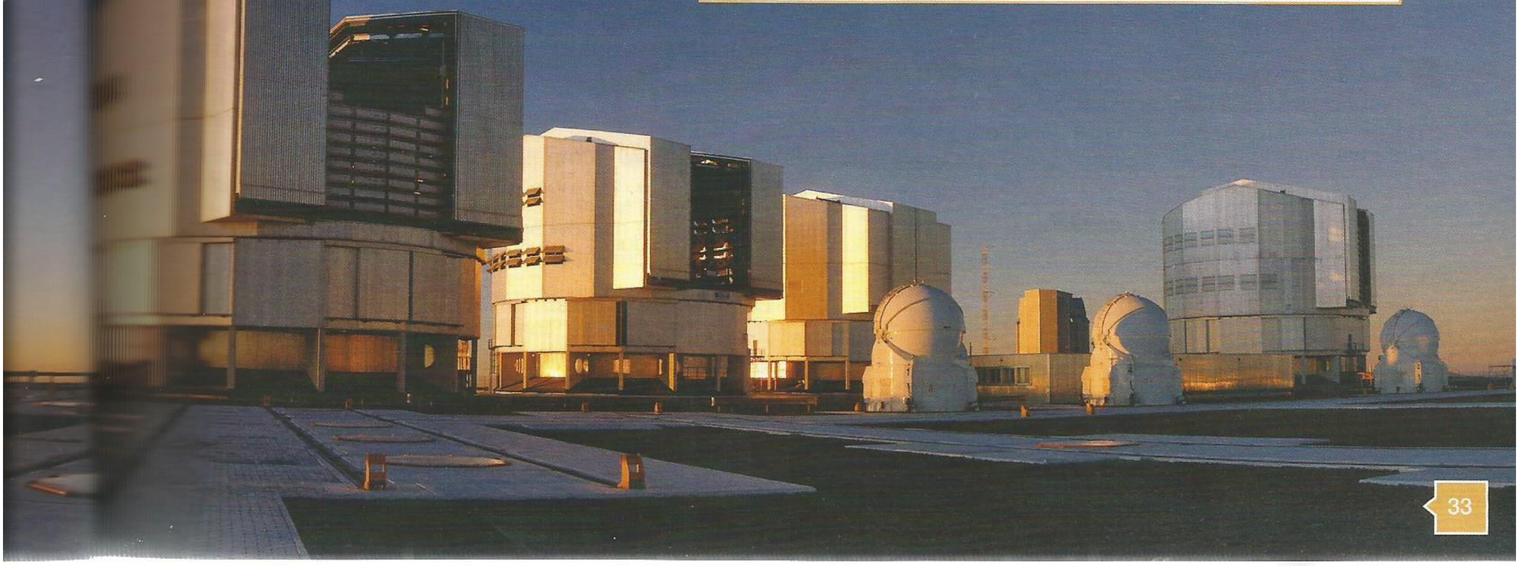
Yes, I do.

No, I don't.

Yes, sometimes.

b Tell another student about your partner.

Alex doesn't go swimming, but she plays tennis a lot.



4B First Date!

Vocabulary things you like and don't like; verb+*ing*
Grammar Present Simple (4): questions and short answers (*he/she/it*)

QUICK REVIEW Free time activities
Write eight free time activities. Work in pairs. Tell your partner when you do the things on your list: *I play tennis on Fridays. I watch sport on TV at the weekend.*

Vocabulary and Speaking
Things you like and don't like

1 Work in pairs. Which of these words/phrases do you know? Then do the exercise in **VOCABULARY 4.2** p135.

reading football travelling cats
shopping for clothes video games
animals dancing cooking
dance music rock music jazz
Italian food Chinese food fast food

2 Put these phrases in order 1–7.

I love … *1* I hate … *7* I like …
… is/are OK. I don't like …
I really like … I quite like …

HELP WITH VOCABULARY
Verb+*ing*

3 **a** With the phrases in **2** we can use verb+*ing* or a noun. Look at these sentences.

*I love **reading**.* (verb+*ing*)
*I like **books**.* (noun)

b Find all the verb+*ing* words in **1**.

TIP • We use ***enjoy*** + verb+*ing* to say we like doing something: *I enjoy travelling.*

VOCABULARY 4.4 p135

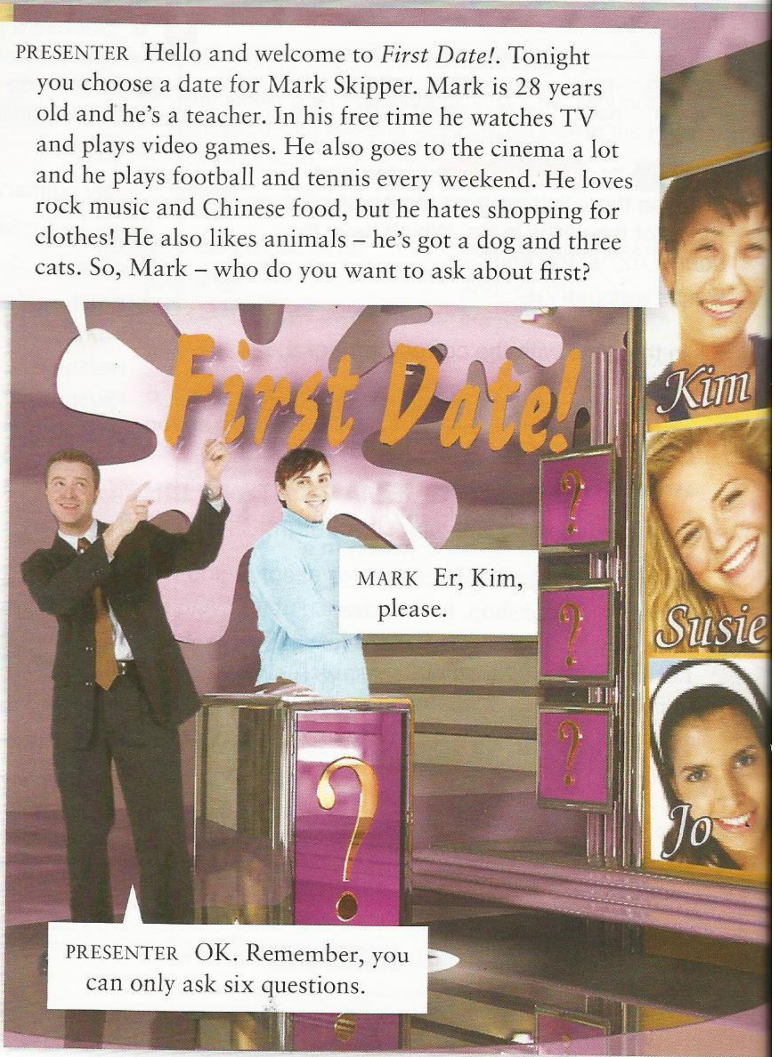
4 Work in pairs. Talk about the things in **1** and your own ideas. Do you like the same things?

I really like video games.

Me too./I don't. I hate them.

Do you like dance music?

Yes, I love it./It's OK./No, not really.



PRESENTER Hello and welcome to *First Date!*. Tonight you choose a date for Mark Skipper. Mark is 28 years old and he's a teacher. In his free time he watches TV and plays video games. He also goes to the cinema a lot and he plays football and tennis every weekend. He loves rock music and Chinese food, but he hates shopping for clothes! He also likes animals – he's got a dog and three cats. So, Mark – who do you want to ask about first?

MARK Er, Kim, please.

PRESENTER OK. Remember, you can only ask six questions.

Reading, Listening and Speaking

5 CD1 72 Read and listen to the TV game show, *First Date!*. Find four things Mark likes and one thing he doesn't like.

6 **a** Match Mark's questions about Kim to the presenter's answers.

1	What does she do in her free time?	a	Yes, she does. She's got two dogs.
2	Does she watch TV a lot?	b	Yes, she goes to the cinema every Saturday evening.
3	Does she like films?	c	She loves dance music, but she doesn't like rock music.
4	What music does she like?	d	She plays tennis and she eats out a lot. She loves Italian food.
5	Does she like animals?	e	No, she doesn't. She hates watching TV!
6	And what does she do?	f	She's a vet.

b CD1 73 Listen and check.

HELP WITH GRAMMAR Present Simple (4): questions and short answers (*he/she/it*)

a Look at **6a**. Then fill in the gaps with *does* or *doesn't*.

QUESTIONS	SHORT ANSWERS
1 ______ she **like** animals?	Yes, she ______ .
2 ______ she **watch** TV a lot?	No, she ______ .
3 What ______ she **do** in her free time?	

b Look at the table. Notice the word order in questions. Then write questions 3 and 4 from **6a** in the table.

question word	auxiliary	subject	infinitive	
What	does	she	do	in her free time?
	Does	she	watch	TV a lot?

c Check in **GRAMMAR 4.3** p137. Then read **GRAMMAR 4.4** p137.

a Write questions with *she*.

1 What / do? *What does she do?*
2 / like rock music?
3 What food / like?
4 / like sport?
5 / have any animals?
6 What / do on Saturday evenings?

b **CD1** 74 **PRONUNCIATION** Listen and check. Listen again and practise. Copy the stress.

What does she do?

c Work in pairs. Ask and answer the questions in **8a** about Kim. Find her answers in **6a**.

a Work in pairs. Student A, read about Jo on p105. Student B, read about Susie on p110. Find the answers to the questions in **8a**.

b Work with your partner. Ask and answer the questions in **8a** about Jo or Susie.

c Tell your partner three more things about Jo or Susie.

a Work in groups. Which woman do you want to choose for Mark's first date – Kim, Jo or Susie? Why?

b Tell the class which woman your group wants for Mark's first date and why. The class must agree on one person!

c Read about Mark's date with the woman the class chose. (Kim p106, Jo p111, Susie p114). Answer these questions.

1 Does Mark like her? Why?/Why not?
2 Does she like Mark? Why?/Why not?
3 Do they want to see each other again?

Get ready … Get it right!

11 **a** Work in pairs, but don't talk to your partner. Choose a friend to introduce to your partner. Tick the things in the box that your friend does or likes.

I've got a friend for you!

My friend's name: Paula

☒ watches TV a lot
☑ likes travelling/cooking/clubbing
☒ plays tennis/football
☑ likes shopping for clothes
☒ goes to the cinema a lot
☑ likes cats/dogs/animals
☒ reads a lot of books
☑ likes rock music/dance music/jazz
☒ eats out a lot
☑ likes Chinese/Italian/fast food

b Choose eight things you do or like from the box. Make questions with *he* or *she*.

Does he/she watch TV a lot?

Does he/she like Italian food?

12 **a** Work with your partner. Ask and answer questions about your friends. First, ask about the friend's name, age, job and where he or she lives. Then ask your questions from **11b**.

b Do you and your partner's friend do or like the same things? Tell another student.

We both eat out a lot.

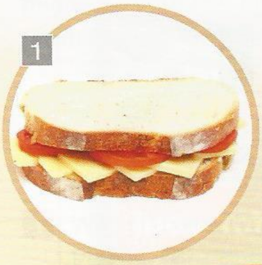
He likes rock music, but I don't.

REAL WORLD 4C

Eating out

Real World requests and offers
Vocabulary food and drink (1)

QUICK REVIEW Present Simple questions with *he/she* Write the names of three people in your family. Work in pairs. Ask questions about the people on your partner's list: *What does Marcia do in her free time?*

1


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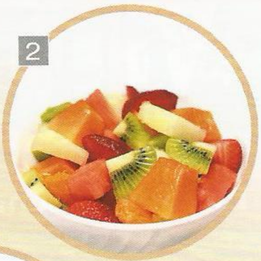

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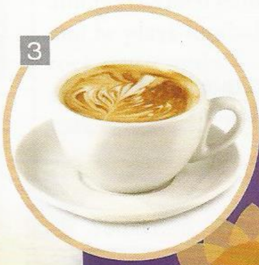

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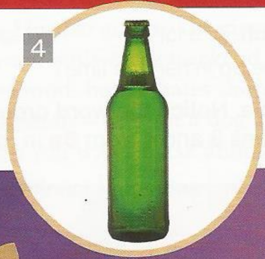

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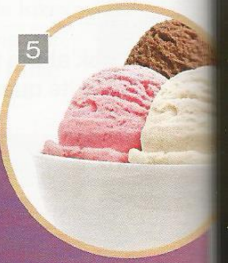

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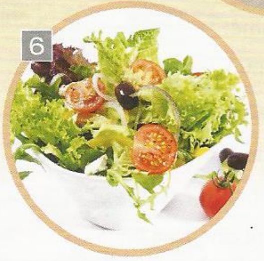

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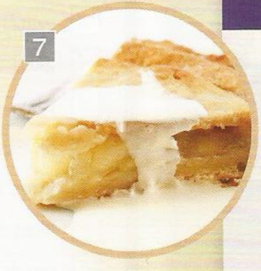

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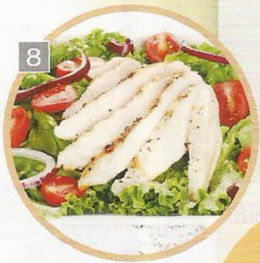


The Sun Café

Pizzas	Margherita		£8.50
	Neapolitan		£9.25
Burgers	Burger and chips		£8.75
	Cheeseburger and chips		£9.50
Salads	Tuna		£9.50
	Chicken		£10.25
	Mixed		£4.50
Sandwiches	Egg mayonnaise		£5.75
	Cheese and tomato		£6.25
Desserts	Apple pie with cream		£5.25
	Fruit salad		£4.75
	Vanilla, chocolate or strawberry ice cream		£3.25
Drinks	Red/White wine	(Glass)	£4.75
		(Bottle)	£14.50
	Bottle of beer		£3.75
	Bottle of mineral water (still or sparkling)		£2.75
	Tea or coffee		£2.50

See you at the Sun Café!

1 Work in groups. Discuss these questions.

1 When do you usually eat out?
2 What's your favourite café or restaurant?
3 Is it cheap or expensive?
4 What do you usually eat there?

2 **a** Work in pairs. Match photos 1–13 to food and drink on the menu. Check in VOCABULARY 4.5 p136.

b Work in pairs. Take turns to point to photos 1–13 and test your partner.

> What's number 1?
>
> A cheese and tomato sandwich.

3 Work in pairs. Take turns to choose something to eat and drink from the menu. Ask your partner questions with *How much … ?*

> How much is a tuna salad and a bottle of mineral water?
>
> Twelve pounds twenty-five.

HELP WITH LISTENING *Would you like … ?*

4 **a** CD1 75 We use *Would you like … ?* for offers. Listen and notice how we say *would you* in questions.

YOU EXPECT TO HEAR	YOU USUALLY HEAR
would you /wʊd juː/	would you /wʊdʒə/
Would you /wʊd juː/ like to order now?	Would you /wʊdʒə/ like to order now?

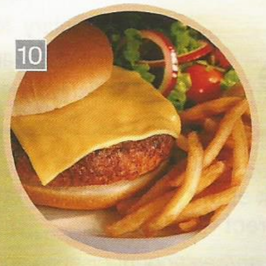
b CD1 76 Listen and put these questions in the order you hear them.

a Would you like tea or coffee?
b Would you like anything else?
c Would you like a dessert?
d What would you like to drink?

5 **a** VIDEO 4 CD1 77 Close your books. Watch or listen to Paul and Clare at the Sun Café. What do they order?

b Work in pairs. Compare answers.

10



11

12

13

a Read Paul and Clare's conversations with the waitress. Fill in the gaps with the questions from **4b**.

WAITRESS Would you like to order now?
CLARE Yes, I'd like the chicken salad, please.
PAUL Can I have the cheeseburger and chips, please?
WAITRESS 1 ______________________________?
CLARE We'd like a bottle of mineral water, please.
WAITRESS Still or sparkling?
CLARE Sparkling, please.
WAITRESS 2 ______________________________?
PAUL No, that's all, thanks.

WAITRESS 3 ______________________________?
CLARE Yes, I'd like the fruit salad, please.
PAUL And can I have the apple pie with cream?
WAITRESS Certainly.

WAITRESS 4 ______________________________?
CLARE Not for me, thank you.
PAUL No, thank you. Can we have the bill, please?
WAITRESS Yes, of course.

b VIDEO 4 CD1 77 Watch or listen again. Check your answers.

REAL WORLD

Requests and offers

7 **a** Look at sentences 1–3. Which sentences are requests (we want something)? Which sentence is an offer (we want to give something or help someone)?

1 **Would you like** to order now?
2 **I'd / We'd like** a bottle of mineral water, please.
3 **Can I / we have** the bill, please?

b Complete the rules with the phrases in bold in **7a**.

- We use ____________________ and ____________________ for requests.
- We use ____________________ for offers.

c Look at the conversation in **6a** again. Find four more requests.

REAL WORLD 4.1 p137

8 **a** CD1 78 Listen to the sentences in **7a**. Notice the stress and polite intonation.

Would you like to order now?

b CD1 79 PRONUNCIATION Listen and practise the offers and requests in the conversation in **6a**. Copy the stress and polite intonation.

9 **a** Work in groups of three. Decide who is the waiter/waitress and who are the customers. Practise the conversation in **6a** until you remember it.

b Close your book. Practise the conversation again.

10 **a** Work in the same groups. Look at the menu. Write a new conversation between a waiter/waitress and two customers.

b Swap conversations with another group. Correct any mistakes.

c Practise the new conversation with your partner. Then role-play it for the other group.

4D VOCABULARY AND SKILLS

Breakfast time

Vocabulary food and drink (2); countable and uncountable nouns
Skills listening: a conversation

QUICK REVIEW Food and drink Work in pairs. What's on the Sun Café menu? Work with another pair. Which pair has the most things? Check the menu on p36.

1 Tick the food and drink you know. Then do the exercise in **VOCABULARY 4.6** p136.

biscuits milk an apple rice yogurt
sugar toast bread fish eggs coffee
sausages soup cheese a banana
orange juice a croissant tea jam meat
fruit cereal olives tomatoes vegetables

2 Which of the things in **1** do you usually have for breakfast? Is this typical for your country? Compare answers in groups.

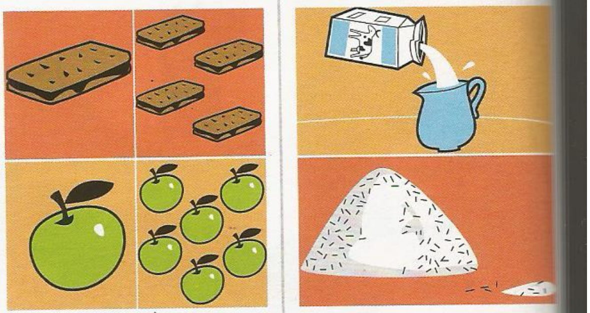
3 **a** What do you think people in Japan, France and Turkey have for breakfast? Work in pairs and make three lists. Use words from **1**.

b **CD1** 80 Listen to a chef and his assistant, Dylan, at a language school in the UK. Tick the food and drink on your lists that they talk about.

c Listen again. Complete your lists of the three breakfast menus.

4 **a** Look at the pictures in the table. Then choose the correct words.

1 We *can/can't* count biscuits and apples.
2 We *can/can't* count milk and rice.



COUNTABLE NOUNS		UNCOUNTABLE NOUNS	
singular	plural		
a biscuit	*biscuits*	*milk*	*rice*
an apple	*apples*		

b Write the words from **1** in the table. Write the singular and plural if possible.

HELP WITH VOCABULARY
Countable and uncountable nouns

5 **a** Look at the table in **4a**. Choose the correct words in these rules.

COUNTABLE NOUNS

- Countable nouns *have/don't have* a plural form.
- We *use/don't use* **a** or **an** with singular countable nouns.
- We *use/don't use* **a** or **an** with plural countable nouns.

UNCOUNTABLE NOUNS

- Uncountable nouns *are/aren't* usually plural.
- We *use/don't use* **a** or **an** with uncountable nouns.

b Check in **VOCABULARY 4.7** p136.

6 Choose the correct answer: *a*, *an* or – (no article).

1 Sue never has *a* / [✓ –] milk in her tea.
2 I have *an* / – egg for breakfast every day.
3 Do you want *a* / – biscuit?
4 I love *a* / – cheese sandwiches.
5 Ted usually has *a* / – soup for lunch.
6 Would you like *a* / – banana?
7 Do you eat *a* / – fruit?

7 **a** Fill in the gaps with *a*, *an* or – .

1 I often have ______ rice with my main meal.
2 My friends and I sometimes go out for ______ burger.
3 I always have ______ toast and jam for breakfast.
4 I never have ______ sugar in coffee.
5 I like ______ olives in my salad.
6 I have ______ apple every day.
7 I often have ______ sandwich for lunch.
8 I never eat ______ meat.

b Make the sentences in **7a** true for you. Change the underlined words if necessary.

I often have chips with my main meal.

c Work in pairs. Compare sentences. Are any the same?

8 Work in groups. Tell the other students which food and drink you like / don't like.

I really like eggs.
Oh, I hate them.

I hate cheese!
Me too.

I love coffee.
Oh, I hate it.

9 **a** Imagine your perfect breakfast. Answer these questions.

1 Where are you?
2 What time is it?
3 Who are you with?
4 What do you have for breakfast?
5 What do you do after breakfast?

b Work in groups. Tell the other students about your perfect breakfast.

HELP WITH PRONUNCIATION

/ʃ/, /tʃ/ and /dʒ/

1 CD1 81 Listen to the sounds and words. Listen again and practise.

1 /ʃ/ **sh**opping fini**sh** Turki**sh**
2 /tʃ/ **ch**eap wat**ch** **ch**ildren
3 /dʒ/ **G**ermany **J**apan sausa**g**es

2 **a** Work in pairs. Match the letters in bold in these words to sounds 1–3 in **1**.

Engli**sh** *1* **ch**eese **j**am **ch**icken
ve**g**etables sandwi**ch** musi**c**ian en**g**ineer
tea**ch**er Ru**ss**ia **j**azz na**t**ionality

b CD1 82 Listen and check. Listen again and practise.

3 **a** CD1 83 Listen to these sentences. Listen again and practise.

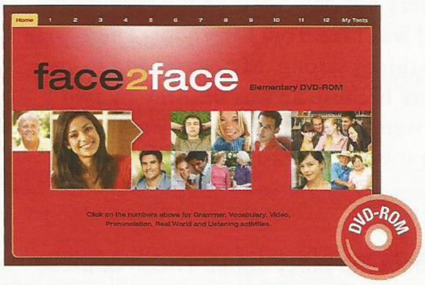
1 My Russian teacher loves jazz.
2 George eats a lot of jam sandwiches.
3 Jane loves chocolate and Turkish coffee.
4 Janet's got a cheap Japanese watch.
5 Joe often has chicken and vegetables.
6 Roger likes Spanish sausages, French cheese and German beer.

b Work in pairs. Take turns to say the sentences. Is your partner's pronunciation correct?

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 4 and Progress Portfolio 4** p118
- **Language Summary 4** p135
- **4A–D** Workbook p20
- **Self-study DVD-ROM 4** with Review Video



Click on the numbers above for Grammar, Vocabulary, Video, Pronunciation, Real World and Listening activities.

Reading and Writing

- **Portfolio 4** Going out Workbook p70
  Reading restaurant adverts
  Writing messages (1): an email

5A Three generations

Vocabulary adjectives (2); years
Grammar Past Simple (1): *be* (positive and negative, questions and short answers)

QUICK REVIEW Food and drink Work in pairs. Write all the words for food and drink you know. Compare answers with another pair. Which pair has more words? Which words are countable/uncountable?

Vocabulary Adjectives (2)

1 **a** Work in pairs. Which of these adjectives do you know? Then do the exercise in **VOCABULARY 5.1** p138.

hot	cold
noisy	quiet
well	ill
short	tall
lucky	unlucky
different	the same
happy	unhappy
boring	interesting
friendly	unfriendly
terrible/awful	fantastic/amazing/wonderful

b Work in pairs. Test your partner on the opposites.

happy

unhappy

Listening and Reading

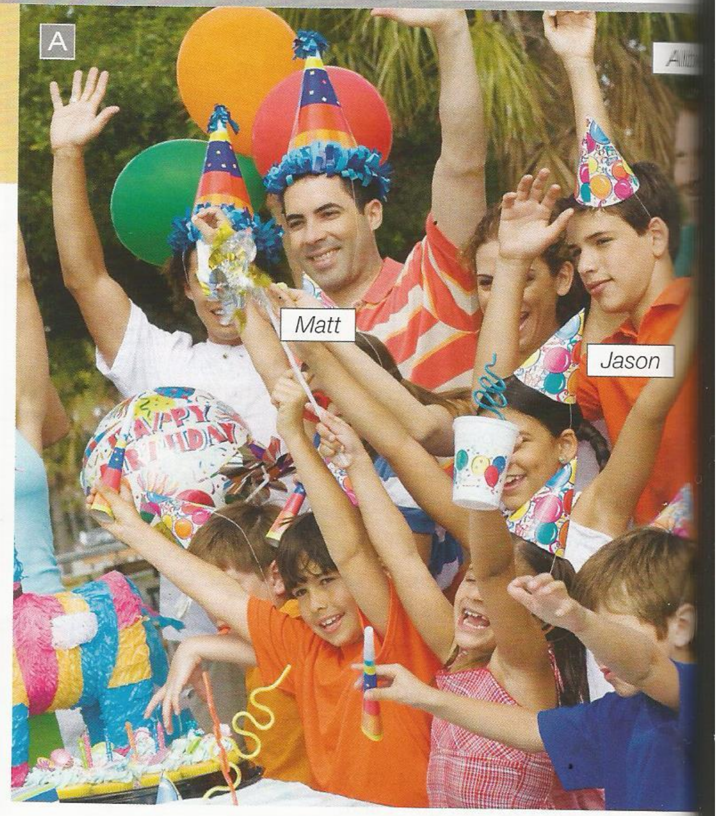
2 **a** Look at photo A. Where are the people? What's their relationship, do you think?

b **CD2** 1 Listen and read. Who is talking? How old is he?

I live in Bristol with my parents and my sister. It was my thirteenth birthday yesterday and there was a big party at our house. About thirty people were here, and we were lucky because it was a very hot day. I was happy because my granddad was here from Liverpool. There were only two things wrong. My best friend Robert wasn't here because he was ill. And my two brothers weren't here because they're in the USA. But it was a fantastic party!

c Read about the party again. Which of these things are not in the text?

- where the family lives
- people at the party
- food and drink
- the weather
- people not at the party
- birthday presents



HELP WITH GRAMMAR
Past Simple (1): *be* (positive and negative)

3 **a** Look at the text in **2b** again. Underline all the examples of *was*, *wasn't*, *were* and *weren't*.

b Fill in the gaps with *was*, *wasn't*, *were* and *weren't*.

POSITIVE (+)	NEGATIVE (–)
I was	I ______ (= was not)
you/we/they ______	you/we/they ______ (= were not)
he/she/it ______	he/she/it ______

c Check in **GRAMMAR 5.1** p139.

4 Read about Matt's thirteenth birthday party. Choose the correct words.

I ^{1}*was/were* born in Liverpool in 1974 and I ^{2}*was/were* thirteen in 1987. Our house ^{3}*wasn't/weren't* very big, so my party ^{4}*was/were* at my grandparents' house. The house ^{5}*was/were* cold and the food ^{6}*wasn't/weren't* very nice. Only about twelve people ^{7}*was/were* at the party and there ^{8}*wasn't/weren't* any girls my age. So the party ^{9}*was/were* a bit boring.

Listening and Speaking

5 a CD2 2 Look at photo B. Listen to Jason ask his grandfather, Albert, about his thirteenth birthday party. Where was he? Why was his birthday a special day?

b Listen again and answer the questions.

1 When was Albert's 13th birthday?
2 Where was the party?
3 Were his friends there?
4 Was the food good?
5 Where were his grandparents?

HELP WITH LISTENING
Weak forms (2): *was* and *were*

6 a CD2 3 Listen and notice the weak forms of *was* and *were*.

I was /wəz/ in Liverpool with my parents.
All my friends were /wə/ there.
Was /wəz/ the food good?
Were /wə/ your grandparents there?

b Look at Audio Script CD2 2 p158. Listen again and notice the weak forms of *was* and *were* in pink.

HELP WITH GRAMMAR Past Simple (1):
be (questions and short answers)

7 a Look at the table. Notice the word order. Then write questions 2, 4 and 5 from **5b** in the table.

question word	*was/were*	subject	
When	was	Albert's	13th birthday?
	Were	his friends	there?

b Fill in the gaps in these short answers with *was*, *were*, *wasn't* or *weren't*.

Yes, I/he/she/it ______ .
No, I/he/she/it ______ .
Yes, you/we/they ______ .
No, you/we/they ______ .

c Fill in the gaps with *was* or *were*.

1 A When ______ you born?
B I ______ born in 1940.
2 A Where ______ Matt born?
B He ______ born in Liverpool.

d Check in GRAMMAR 5.2 p139.

8 CD2 4 PRONUNCIATION Listen and practise. Copy the stress and weak forms.

I was /wəz/ in Liverpool with my parents.

9 a Work in pairs. How do we say these years?

1835 1900 1990 2000 2005 2018

b CD2 5 PRONUNCIATION Listen and check. Listen again and practise.

c Write the names of five people in your family. Then work in pairs. Swap papers. Ask your partner when and where the people were born.

When was Miguel born?

In 1986.

10 a Make questions with *you*.

1 / at work yesterday? *Were you at work yesterday?*
2 Where / last night?
3 / at home yesterday afternoon?
4 Where / on your last birthday?
5 Where / last New Year's Eve?

b Work in new pairs. Ask and answer the questions. Give more information if possible.

Get ready ... Get it right!

11 Work in pairs. Student A p105. Student B p110.

5B Famous films

Vocabulary life events
Grammar Past Simple (2): regular and irregular
verbs (positive and *Wh*- questions)

QUICK REVIEW Past Simple (1): *be* Write six times of the day. Work in pairs. Ask your partner where he/she was at these times yesterday: *Where were you at six in the evening?*

Vocabulary
Life events

1 **a** Work in pairs. Fill in the gaps in the phrases with these verbs. Check in **VOCABULARY 5.3** p138.

~~leave~~ make become meet get

1 *leave* school/university
2 ______ my husband/my wife
3 ______ married/divorced
4 ______ a film/a lot of money
5 ______ a film director/famous

~~have~~ write study win move

6 *have* children/a dream
7 ______ house/to a different country
8 ______ English/physics
9 ______ a book/a letter
10 ______ an Oscar/the lottery

b Work in pairs. Take turns to test your partner on the phrases.

married

get married

Speaking, Reading and Listening

2 Work in groups. Look at posters A–D. What do you know about these films? What do you know about the director James Cameron?

3 **a** Check these words with your teacher.

a script a robot successful
diving 3D a billion

b Read the article about James Cameron's life. Fill in the gaps with these dates and numbers.

1971 twelve 1999 two
August 16th 1986 $2 billion

c Work in pairs. Compare answers.

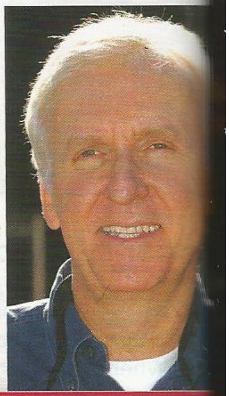
d CD2 6 Listen and check your answers.

CAMERON'S WORLD

James Cameron was born in Ontario, Canada, on [a] ______ 1954. His family moved to the USA in [b] ______. James went to California State University and studied physics and English. He left university after only [c] ______ years because he wanted to become a film director. He worked as a bus driver in the day and wrote film scripts at night. James's first job as a director was on a film called *Piranha 2*. One night after filming he had a bad dream about a robot from the future. The next day James started writing the script of *The Terminator*. The film was very successful and Cameron became famous all around the world.

He then made *Aliens* in [d] ______, *Terminator 2* in 1991 and *Titanic* in 1997. At that time James loved diving, and he visited the Titanic [e] ______ times before he started making the film. *Titanic* made [f] ______ and won eleven Oscars. His next film was the first *Avatar* movie in 2009, which he made in 3D.

James met Linda Hamilton – Sarah Connor in the *Terminator* films – in 1984 and she became his fourth wife in 1997. They had one daughter, but they got divorced in [g] ______. A year later he married actress Suzy Amis, who was in *Titanic*. They have two daughters and a son.



HELP WITH GRAMMAR
Past Simple (2): regular and irregular verbs (positive)

4 **a** Look at the regular Past Simple forms in blue in the article. Then answer these questions.

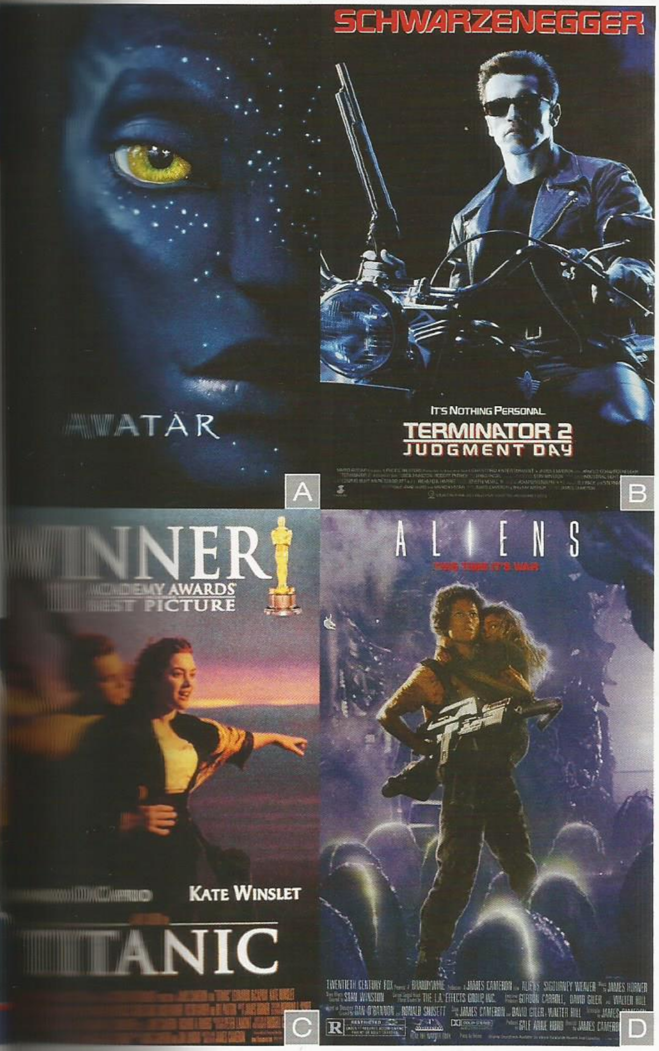
1 How do we make the Past Simple of regular verbs?
2 What do we do when the verb ends in -*e* (*move, love*, etc.)?
3 What do we do when the verb ends in -*y* (*study, marry*, etc.)?

b Look at the irregular Past Simple forms in pink in the article. Match them to verbs 1–9.

1 become ______
2 get ______
3 go ______
4 have ______
5 leave ______
6 make ______
7 meet ______
8 win ______
9 write ______

TIP • The Past Simple is the same for all subjects (*I, you, he, she, it, we, they*).

c Check in **GRAMMAR 5.3** p139 and in the Irregular Verb List, p167.



[illegible] **a** CD2 7 **PRONUNCIATION** Listen and practise the irregular verbs in the article and their Past Simple forms. Which end with the sound /ɪd/?

b CD2 8 **PRONUNCIATION** Listen and practise the irregular verbs in **4b** and their Past Simple forms.

HELP WITH LISTENING
Present Simple or Past Simple

[illegible] **a** CD2 9 Listen to these sentences. Notice the difference between the Present Simple and the Past Simple.

1 I love all his films. I **loved** all his films.
2 They live in L.A. They **lived** in L.A.

b CD2 10 Listen to six pairs of sentences. Which do you hear first, the Present Simple or the Past Simple?

1 *Present Simple*

7 Fill in the gaps with the Past Simple of these verbs.

~~love~~ marry write win be get start make

1 James Cameron *loved* films when he ________ a child.
2 He ________ the film director Kathryn Bigelow in 1989, but they ________ divorced in 1991.
3 He ________ the script for the second *Rambo* film.
4 He ________ a film called *True Lies* in 1994.
5 His film *Aliens* ________ two Oscars.
6 He ________ writing the script for *Avatar* in 1995.

8 **a** Cover the article. Choose the correct answers.

1 What did James study at university?
a Physics. **b** English. **c** Physics and English.
2 When did he make *Terminator 2*?
a In 1986. **b** In 1991. **c** In 1999.
3 Which film did he make in 3D in 2009?
a *Aliens* **b** *Titanic* **c** *Avatar*
4 Who did he marry in 1997?
a Sarah Connor. **b** Suzy Amis. **c** Linda Hamilton.

b Look at the article. Check your answers.

HELP WITH GRAMMAR
Past Simple (2): *Wh-* questions

9 **a** Look at the table. Notice the word order in questions. Then write questions 3 and 4 from **8a** in the table.

question word	auxiliary	subject	infinitive	
What	did	James	study	at university?
When	did	he	make	*Terminator 2*?

b Check in GRAMMAR 5.4 p139.

10 **a** Make questions with these words.

1 yesterday / did / you / What / do ?
2 go on holiday / you / did / last year / Where ?
3 What / you / last weekend / do / did ?
4 see / last month / How many films / you / did ?
5 meet / you / your best friend / did / Where ?

b CD2 11 **PRONUNCIATION** Listen and check. Notice how we say *did you* /dɪdʒə/. Listen again and practise.

What did you /dɪdʒə/ do yesterday?

c Work in pairs. Ask and answer the questions in **10a**.

Get ready ... Get it right!

11 Work in pairs. Look at p114.

5C REAL WORLD Four weekends

Real World showing interest; asking follow-up questions
Vocabulary weekend activities

QUICK REVIEW Past Simple Write six verbs you know. Work in pairs. Say the verb to your partner. He/She says a sentence with the Past Simple form: **A** *go* **B** *I went to England last year.*

Weekend activities

1 **a** Work in pairs. Look at phrases 1–8. Then fill in the gaps with these words/phrases. Check in **VOCABULARY 5.4** p138.

~~a run~~ for a couple of days
the house a bad cold a report
at home all weekend your homework
your parents' house for lunch

1 **go for** a walk
a run

2 **clean** the car
______

3 **do** the washing
______

4 **write** an email
______

5 **go away** for the weekend
______

6 **have** a great time
______

7 **go to** a party
______

8 **stay** with friends
______

b What are the Past Simple forms of the verbs in **1a**?

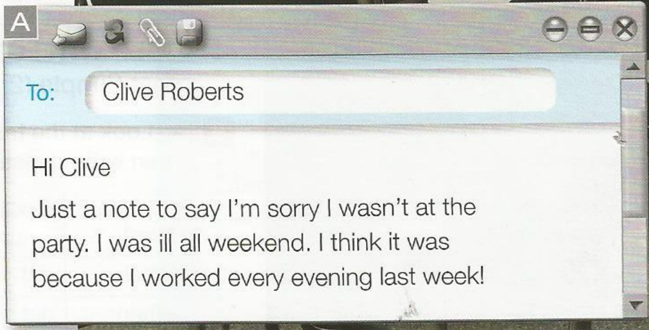
2 **a** Think of five things you did last weekend. Use phrases from **1a** or your own ideas.

b Work in pairs. Ask your partner what he or she did last weekend. Find three things you both did.

What did you do last weekend?

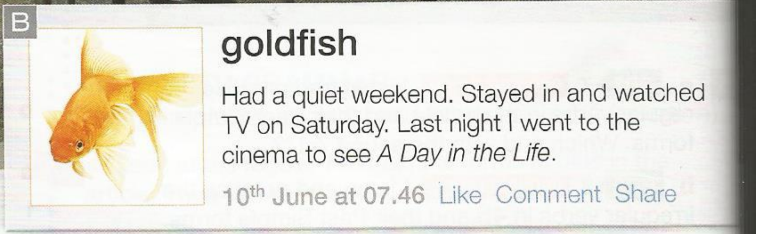
I went for a walk on Sunday.

Me too.



To: Clive Roberts

Hi Clive
Just a note to say I'm sorry I wasn't at the party. I was ill all weekend. I think it was because I worked every evening last week!



goldfish
Had a quiet weekend. Stayed in and watched TV on Saturday. Last night I went to the cinema to see *A Day in the Life.*
10th June at 07.46

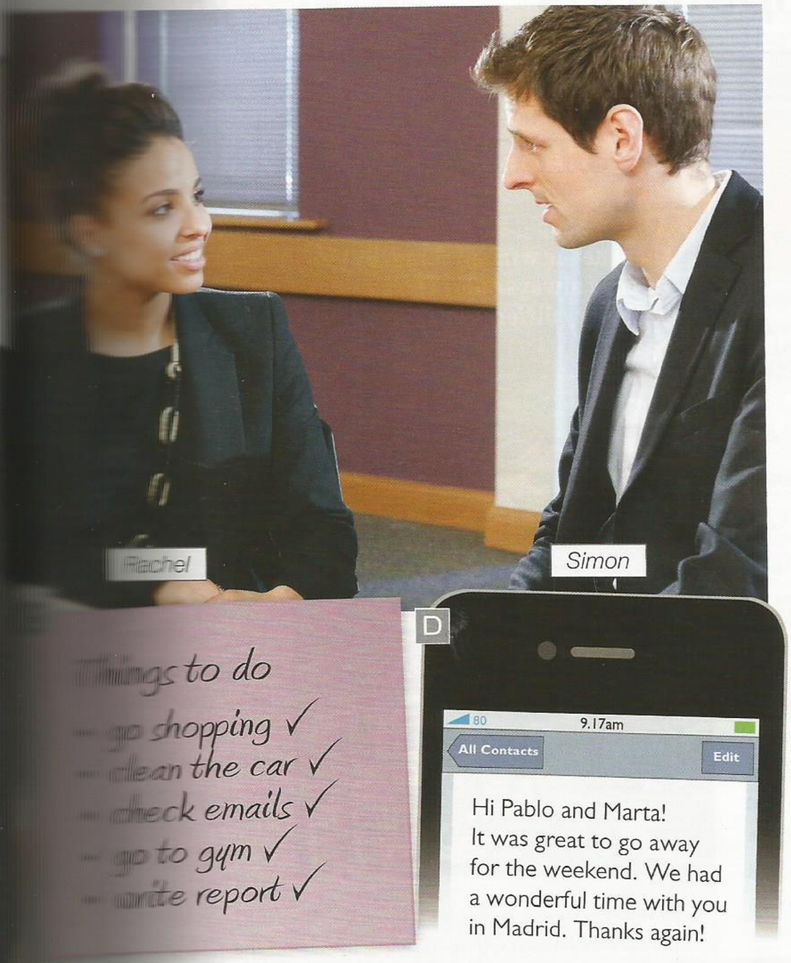
How was your weekend?

3 **a** VIDEO 5 CD2 12 Look at the photos and read A–D. Then watch o
listen to two conversations and match the people to A–D.

b Watch or listen again. Are these sentences true (T) or false (F)?

CONVERSATION 1
1 Tim had a terrible weekend. *T*
2 Emily did the washing on Saturday.
3 She went to the theatre.
4 She didn't like the film.

CONVERSATION 2
5 Rachel went to Madrid with a frien
6 She stayed in a hotel.
7 Simon had an interesting weekend
8 He finished the report on Sunday evening.



Things to do
- go shopping ✓
- clean the car ✓
- check emails ✓
- go to gym ✓
- write report ✓

Hi Pablo and Marta!
It was great to go away for the weekend. We had a wonderful time with you in Madrid. Thanks again!

REAL WORLD Showing interest

4 **a** **CD2** ▸13 Listen to parts of the conversations in **3b** again. Match sentences 1–8 to responses a–h.

1	I was ill all weekend.	a	Oh, right.
2	I had a really bad cold.	b	Wow!
3	I stayed at home on Saturday.	c	Oh, dear.
4	I went to the cinema.	d	What a shame.
5	I went away for the weekend – to Spain!	e	Really?
6	We went to Madrid. It was wonderful!	f	You're joking!
7	I worked all Sunday.	g	Oh, nice.
8	It took me ten hours.	h	Oh, great!

b Fill in the table with responses a–h.

I'm happy for you.	I'm sorry for you.	I'm surprised.	I'm not surprised.
			Oh, right.

c Check in **REAL WORLD 5.1** ▸ **p139**.

5 **CD2** ▸14 **PRONUNCIATION** Listen and practise the responses in **4b**. Copy the intonation.

REAL WORLD
Asking follow-up questions

6 **a** Look at these follow-up questions from the conversations in **3b**. Fill in the gaps with *did*, *was* or *are*.

1 What ______ wrong?
2 ______ you OK now?
3 What ______ you do?
4 What ______ you see?
5 What *was* it like?
6 Where ______ you go?
7 Who ______ you go with?
8 Where ______ you stay?

b Which of the questions in **6a** can you ask someone who:

a was ill at the weekend?
b stayed at home?
c went to the cinema?
d went away for the weekend?

c Check in **REAL WORLD 5.2** ▸ **p139**.

7 **a** Work in pairs. Look at **VIDEO** ▸5 **CD2** ▸12 p158. Choose one of the conversations. Underline all the responses from **4a** and follow-up questions from **6a**.

b Practise the conversation with your partner.

8 **a** Make notes on what you did at these times.

- last weekend
- last week
- yesterday
- before you came to this lesson
- on Friday evening

b Work in new pairs. Ask and answer questions about the times in **8a**. Use the follow-up questions from **6a**. How long can you continue each conversation?

What did you do last weekend?

Well, I went to a party on Saturday.

Oh, nice. What was it like?

It was great!

c Tell the class three things about your partner.

5D VOCABULARY AND SKILLS Competitions

Vocabulary adjectives (3); adjectives with *very, really, quite, too*
Skills reading: a magazine article

QUICK REVIEW Past Simple Work in pairs. Take turns to tell your partner five things you did last week: **A** *I went to a concert on Saturday.* Ask follow-up questions to get more information: **B** *What was it like?*

1 **a** Work in pairs. Which of these adjectives do you know? Then do the exercise in **VOCABULARY 5.5** p138.

bored crowded busy comfortable
dirty rich dangerous clean
poor excited safe empty

b Put the words in **1a** into groups a–c:

a adjectives for people *bored*
b adjectives for places *crowded*
c adjectives for places and people *busy*

c Work in pairs. Compare answers. Which words in **1a** are opposites?

2 **a** Before you read, check these words/phrases with your teacher.

enter a competition win a prize
a castle a queue a receptionist

b Work in pairs. Discuss these questions.

1 Do you think you're a lucky person? Why?/Why not?
2 Do you (or people you know) enter competitions in magazines or on the internet?
3 What prizes do people win in competitions?
4 What prize would you like to win?

c Look at the magazine article. Read the first paragraph only. What is the article about?

3 **a** Work in pairs. Student A, read about Bruce. Student B, read about Sally. Answer these questions.

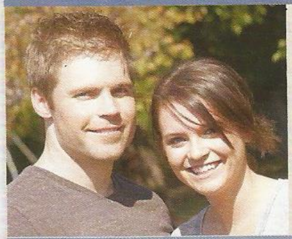
1 What did he/she win?
2 Who did he/she go with?
3 Did he/she like the hotel?
4 What did they do on Saturday?
5 Where did they have dinner?
6 Was the food good?
7 What did Bruce/Craig do on Sunday?

b Work with your partner and ask the questions. Student A, ask about Sally. Student B, ask about Bruce. Give more information if possible.

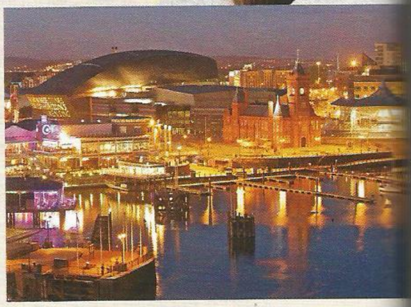
c Read your partner's text. Check his/her answers.

Winners and Losers

A lot of people enter competitions every year and 99% of them never win anything. But what about the winners? Do they always enjoy their prizes? We talked to two peopl with very different experiences.



BRUCE I won a weekend for two in Kraków, in Poland. I went with my girlfriend, Olivia, and we stayed in a very nice hotel by the river. The rooms were really comfortable and the peop were very friendly. On Saturday we went for a walk in the Old Town. It was quite crowded, but all the shops and buildings we really interesting. We wanted to visit Wawel Castle, but the queues were quite long, so we had lunch instead. In th evening we went back t the hotel and had dinne in the restaurant. It was very busy, but the food was fantastic! Then on Sunday I asked Olivia to marry me – and she said yes! We were very happy when we got home. It was a wonderful weekend in a beautiful city!

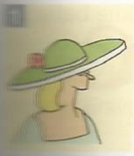


SALLY I'm not usually very lucky, but last year I won a weekend for two in Cardiff. I went with my boyfriend, Craig. I was really excited because I love Wales, but the hotel was really awful. It was in a poor part of town and the rooms were very small and quite noisy. On Saturday we didn't leave the hotel because it was too cold. Craig watched sport on TV all day and I was really bored! We had dinner in the hotel, but the restaurant was quite dirty and the food was awful. I went to bed early, but Craig stayed up and talked to the receptionist for hours. She was very young and friendly – to friendly! On Sunday Craig left me and went away with her. It was a terrible weekend!

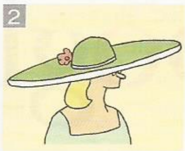
HELP WITH VOCABULARY

Adjectives with *very*, *really*, *quite*, *too*

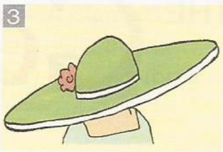
a Look at pictures 1–3 and read the sentences. Which word in bold means 'more than you want'?



It's **quite** big.



It's **very/really** big.



It's **too** big.

b Complete the rule with *before* and *after*.

- *Very*, *really*, *quite* and *too* come ______ the verb *be* and ______ adjectives.

VOCABULARY 5.6 ▸ p138

a Read the article again and underline all the examples of *very*, *really*, *quite*, *too* + adjective.

b Work in pairs. Compare answers.

Choose the correct words.

1 Don't go out on your own at night. It's *quite*/*too* dangerous.
2 He's a famous musician and he's *too/very* rich.
3 Let's go to that new café. It's *really/too* nice.
4 Sorry, sir, you're *quite/too* late. The restaurant is closed.
5 This sofa's *very/too* comfortable.
6 Jill's got a new job and she's *really/too* happy.
7 It's a nice town and the people are *very/too* friendly.
8 You're only 15. You're *quite/too* young to drive.

a Write the name of a place in the town or city where you are now that is:

1 too expensive or quite cheap
2 really beautiful or really ugly
3 too crowded or quite empty
4 really boring or really interesting
5 too noisy or very quiet
6 very safe or quite dangerous

b Work in groups and compare places. Do you know any of the places the other students talk about? If so, do you agree?

I think the new coffee shop is very cheap.

Me too.

Really? I think it's quite expensive!

HELP WITH PRONUNCIATION

The letter *o*

1 CD2 ▸ 15 Listen and notice four ways we say the letter *o*. Listen again and practise.

/ɒ/ hot long often
/əʊ/ old home phone
/ʌ/ son month mother
/ə/ actor police second

2 **a** Work in pairs. Write the words in the table.

~~coffee~~ sofa tomato wonderful
shopping sometimes mobile computer
open director bottle comfortable

/ɒ/	hot	*coffee*		
/əʊ/	old			
/ʌ/	son			
/ə/	actor			

b CD2 ▸ 16 Listen and check. Listen again and practise.

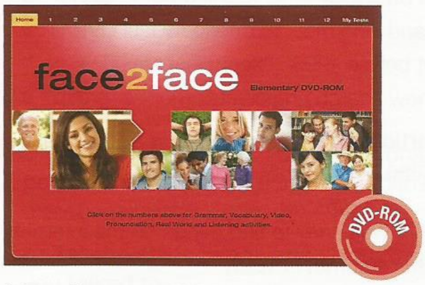
3 Work in pairs. Cover **1** and **2a**. Say these words. Which letter *o* sound is different?

1 tomato actor sometimes director
2 phone wonderful mobile old
3 son month bottle comfortable
4 mother often hot shopping
5 police second computer long
6 open home sofa coffee

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 5 and Progress Portfolio 5** p119
- **Language Summary 5** p138
- **5A–D** Workbook p25
- **Self-study DVD-ROM 5** with Review Video



Reading and Writing

- **Portfolio 5** A night to remember Workbook p72
  Reading a student's composition
  Writing paragraphs (1); connecting words (2): *after*, *when* and *then*; a composition

6A Google it!

Vocabulary the internet
Grammar Past Simple (3): negative, *yes/no* questions and short answers

QUICK REVIEW Adjectives with *very, really, quite, too* Think of three places you went to last year. Work in pairs. Tell your partner about the places. Use adjectives with *very, really, quite* and *too*: *I went to Istanbul last year. It was really beautiful.*

Vocabulary and Speaking
The internet

1 **a** Choose the correct verbs in these sentences about the internet. Then check in **VOCABULARY 6.1** p140.

1 Do you [✓ *use*]/*send* the internet every day?
2 How many emails do you *go/send* every day?
3 How many emails do you *get/chat* every day?
4 When did you last *chat/read* a blog?
5 Do you *download/go* videos or music onto your computer?
6 When did you last *go/send* online?
7 Do you *get/have* a favourite website?
8 Do you *send/chat* to your friends online?
9 Which places in your town or city *have/download* WiFi?
10 Which search engine do you usually *write/use*?

b Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

Reading and Speaking

2 **a** Before you read, check these words/phrases with your teacher.

launch	computer science	build (past: built)
a cheque	a bank account	a billionaire

b Read the article about the Google Guys. Match headings a–d to paragraphs 1–4.

a Starting the business
b How Page and Brin met
c The internet before 1998
d Building a new search engine

c Read the article again. Tick the true sentences. Correct the false sentences.

1 Before 1998 it was ~~easy~~ difficult to find things on the internet. F
2 Page and Brin first met in 1997.
3 They had a lot of cheap computers in their room.
4 They built Google when they were students.
5 Google was the first name for their search engine.
6 Page and Brin became billionaires in 2004.

THE Google GUYS

1 What did we do before Google? In the early days of the internet, search engines weren't very good and it wasn't easy for people to find the information they wanted. Then in 1998, Larry Page and Sergey Brin launched the Googl search engine. Suddenly it was easy to find the right website in seconds.

Larry Page
Sergey Brin

HELP WITH GRAMMAR
Past Simple (3): negative

3 Complete the rules with words from these sentences.

Search engines weren't very good.
They didn't like each other at first.

- To make the Past Simple negative of the verb *be*, we use *wasn't* or ________ .
- To make the Past Simple negative of all other verbs, we use ________ + infinitive.

GRAMMAR 6.1 p141

4 **a** Find six more Past Simple negatives in the article.
b Work in pairs. Compare answers.

5 **CD2** 17 **PRONUNCIATION** Listen and practise.
They didn't like each other at first.

2 So how did it all begin? Page and Brin met in 1995 when they started studying computer science at Stanford University in California. They didn't like each other at first, but they became friends when they shared a room together at university.

3 While Page and Brin were at Stanford, they got a lot of cheap computers and started to build a new search engine in their room. At first they called it BackRub, but they weren't happy with the name so they changed it to Google. They didn't finish their course and left Stanford in 1997.

4 Page and Brin wanted to start a business together, but they didn't have any money. At first their families and friends helped them. Then in August 1998 a businessman wrote a cheque to Google Inc for $100,000. But Page and Brin didn't get the money for a month because they didn't have a bank account. Six years later they were billionaires!

6 **a** Tick the sentences that are true for you. Make the other sentences negative.

1 I got lots of emails yesterday.
I didn't get lots of emails yesterday.
2 I watched a DVD on my computer last Saturday.
3 I used the internet every day last week.
4 I downloaded a lot of music last weekend.
5 I got a new laptop last year.
6 I chatted online with a friend last night.

b Work in pairs. Compare sentences. How many are the same?

Listening and Speaking

7 **a** CD2 ▸ 18 Listen to a radio interview with the writer, Wes Clark. Put these people, places and things in the order you hear them.

Michigan State University   Wes Clark's new book *1*
Russia   Sergey's mother   Maryland University
Larry's parents   Sergey's father

b Listen again. Answer the questions.

1 Did Sergey leave Russia in 1978?
2 Did his father teach mathematics?
3 Were Sergey and his father at the same university?
4 Did Larry go to Maryland University?
5 Did his parents teach computer science?
6 Was Larry at the same university as his parents?

HELP WITH GRAMMAR Past Simple (3): *yes/no* questions and short answers

8 Fill in the gaps in these *yes/no* questions and short answers with *did* or *didn't*.

1 A *Did* Sergey leave Russia in 1978?
B Yes, he ______ ./No, he ______ .
2 A ______ his parents teach computer science?
B Yes, they ______ ./No, they ______ .

GRAMMAR 6.2 ▸ **p141**

9 **a** Make *yes/no* questions with these words.

1 in 1994 / Sergey and Larry / meet / Did ?
Did Sergey and Larry meet in 1994?
2 they / at first / each other / Did / like ?
3 Sergey / Did / Maryland University / go to ?
4 Larry's parents / teach / mathematics / Did ?
5 study / Sergey / Did / computer science ?
6 launch / Google / in 1999 / Sergey and Larry / Did ?

b CD2 ▸ 19 **PRONUNCIATION** Listen and practise the questions in **9a** and the short answers. Copy the stress.
Did Sergey and Larry meet in 1994?

c Work in pairs. Ask and answer the questions in **9a**.

Get ready ... Get it right!

10 Write *yes/no* questions with *you* and these ideas. Use these verbs.

~~go~~   play   have   read
watch (x2)   go to (x2)

1 shopping last weekend?
Did you go shopping last weekend?
2 a good book last month?
3 sport on TV last weekend?
4 a concert last month?
5 tennis or football last week?
6 a DVD last weekend?
7 the cinema last week?
8 dinner at home last night?

11 **a** Ask other students your questions. Find one person who did each thing. Ask follow-up questions.

b Tell the class two things about the people you talked to.

Beata went shopping last weekend.
She bought a new laptop.

6B Changing technology

QUICK REVIEW Past Simple *yes/no* questions Write five questions with *Did you … ?* about yesterday. Choose a partner and guess his/her answers. Then work with your partner and ask the questions. How many guesses were correct?

Vocabulary and Speaking

Mobile phones and TVs

1 **a** Work in pairs. Which of these words/phrases do you know? Check in **VOCABULARY 6.2** p140.

send/get a text charge your phone GPS
a channel a TV programme a battery
an app turn on turn off record

b Work on your own. Put the words/phrases into three groups: TVs, mobile phones, TVs and mobile phones.

c Work in pairs. Compare answers. Did you put the words/phrases in the same groups?

2 **a** Put these past time phrases in order.

twenty minutes ago *1*
two years ago
in May 2002
in the eighteenth century
the day before yesterday
in 1986
last year
last Monday
yesterday
in the nineties

b Fill in the gaps with *ago*, *last* or *in*.

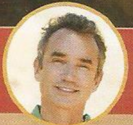
1 I left school four years *ago* .
2 I went to bed quite late ______ Saturday.
3 My parents were born ______ the sixties.
4 My parents got married ______ 1985.
5 I didn't have a holiday ______ year.
6 I started learning English six years ______ .
7 I got my mobile ______ March.
8 I bought my computer two years ______ .

c Tick the sentences in **2b** that are true for you. Change the time phrases in the other sentences to make them true for you.

I left school ten years ago.

d Work in pairs. Compare sentences. Are any the same?

Our First Colour TV



Gavin Jones looks back on the day his family got their first colour TV.

These days the internet, laptops, mobiles and video games are part of normal life. My son and daughter can't understand how people lived without them. But life wasn't always like this. I was a child in the seventies, when things were very different.

I remember my family's first TV very well. In the seventies you could only get three channels – and they were in black and white. Everybody watched live TV all the time because you couldn't record TV programmes. And you couldn't watch TV all night because there weren't any programmes after midnight!

Reading and Speaking

3 **a** Before you read, check these words/phrases with your teacher.

without colour black and white live TV explain

b Read the article. How was TV different in the seventies?

c Read the article again. Answer these questions.

1 How many children has Gavin got?
2 When was Gavin a child?
3 When did his family get their first colour TV?
4 What did his family do that evening?
5 What type of TV has Gavin got now?

This is super ~~s~~ixties
60's

50's
60's
70's
80's

50's

Then, in June 1974, my life changed for ever. I came home from school and there it was – our family's first colour TV. I was really excited because I could watch all my favourite programmes in colour! After dinner my father turned on the TV for the first time and my grandfather took a photo. Then the whole family watched TV together until midnight with biscuits and cups of hot chocolate. It was one of the best evenings of my life – and I've still got the photo!

Of course, now you can choose from hundreds of TV channels and watch anything you want at any time of day. You can watch TV programmes online and download them onto your mobile. So I think children today are very lucky – but I can't explain this to my kids because they're too busy watching football on our 3D TV!

HELP WITH GRAMMAR

can/can't; could/couldn't

a Look at the phrases in blue in the article. Complete the rules with *can* and *could*.

- We use ______ + infinitive to say that something is possible in the present.
- We use ______ + infinitive to say that something was possible in the past.

b Look at the phrases in pink in the article. What is the negative of *can*? What is the negative of *could*?

c Fill in the gaps in these questions and short answers with *can, can't, could* or *couldn't*.

1 A *Can* you watch TV online?
B Yes, you ______ ./No, you ______ .
2 A ______ you record programmes in 1974?
B Yes, you ______ ./No, you ______ .

TIP • *Can/can't* and *could/couldn't* are the same for all subjects (*I, you, he, she, it, we, they*).

d Check in **GRAMMAR 6.3** p141.

HELP WITH LISTENING *can* and *can't*

a **CD2** 20 Listen to these sentences. Notice how we say *can* and *can't*. When is *can* stressed?

You can /kən/ watch TV programmes online.
I can't /kaːnt/ explain how lucky they are.
Can /kən/ you watch TV online?
Yes, you can /kæn/. No, you can't /kaːnt/.

b **CD2** 21 Listen to these sentences. Do you hear *can* or *can't*?

1 can't

I can't say enough

6 **CD2** 22 **PRONUNCIATION** Listen and practise. Copy the stress and weak form of *can*.

You can /kən/ watch TV programmes online.

7 **a** Read about mobile phones. Fill in the gaps with *can, can't, could* or *couldn't*.

Motorola launched the first mobile phone in 1983, but you [1] *could* (+) only use it in a car because it needed a big battery. A few years later you [2]______ (+) buy a mobile that you [3]______ (+) take to work – but it was in a suitcase!

In the early nineties you [4]______ (+) buy a small mobile for $200, but you [5]______ (–) send texts until 1995. The BlackBerry, launched in 1999, was one of the first phones you [6]______ (+) use to go online. And you [7]______ (–) buy a mobile with a camera in Europe until 2002.

These days most people [8]______ (–) leave home without their mobile. You [9]______ (+) use your phone to go online, make video calls and find your way with GPS. You [10]______ (+) also download apps, watch TV programmes or play games. But a lot of people still [11]______ (–) remember to charge their phone or turn it off in the cinema!

b **CD2** 23 Listen and check your answers.

8 **a** Write four sentences with *could* and *couldn't* about your first mobile.

I could send texts with my first mobile.
I couldn't make video calls.

b Work in pairs. Compare sentences. Are any the same?

Get ready ... Get it right!

9 Make notes on what you can and can't do with these things.

- your mobile (and apps)
- your computer/laptop
- your TV

my mobile – I can make video calls, send texts, find restaurants ...

10 **a** Work in pairs. Ask questions to find out what you can do with the things in **9**, but your partner can't do.

Can you make video calls on your mobile?

Yes, I can.

b Tell the class two things you found out about your partner's mobile, computer or TV.

▶ REAL WORLD 6C The news

Real World talking about the ne
Vocabulary verbs from news sto

QUICK REVIEW Past time phrases Work in pairs. Take turns to ask your partner when he/she last did these things: cook a meal, eat out, play tennis, go clubbing, read a good book, go to the cinema. Ask follow-up questions. **A** *When did you last cook a meal?* **B** *Two weeks ago.* **A** *What did you cook?*

The one o'clock news

1 Work in groups. Discuss these questions.

1 Where do you usually get your news – the internet, the TV, the radio or newspapers?
2 Do you watch or listen to the news every day? If so, at what time of day?
3 What's in the news at the moment?

2 **a** Work in pairs. Which of these verbs do you know? What are the Past Simple forms of the irregular verbs? Check in **VOCABULARY 6.4** p140.

REGULAR VERBS		IRREGULAR VERBS	
damage	sail	buy	lose
die	receive	find	put
crash	save	say	tell

b **CD2 24** **PRONUNCIATION** Listen and practise all the verbs in **2a** and their Past Simple forms.

3 **a** Before you listen, check these words/phrases with your teacher.

a train a hospital a storm a couple
missing at sea the coast a helicopter
a boat an envelope

b Work in pairs. Look at photos A–D of some news stories. Which words are in each story, do you think?

4 **a** **CD2 25** Listen to the news and put photos A–D in order.

b Listen again and choose the correct answers.

1 a Over *16/60* people are in hospital after a train crash.
b The train crashed in *London/Scotland*.
2 a There were storms in *Florida/California* last night.
b *53/153* people died in the storms.
3 a Bill and Nancy Potter are *70/80* years old.
b They are now *in Australia/missing at sea*.
4 a Joe Hall won over *£3/£13* million last night.
b *Joe/His dog* chose the lottery numbers.

HELP WITH LISTENING Sentence stress (3)

5 **a** **CD2 25** Listen again to the first two sentences from the news. Notice the stressed words.

It's one o'clock and here's George Lucan with the news.
Over sixty people are in hospital after a train crash in Scotland this morning.

b Look at Audio Script **CD2 25** p159. Listen again and follow the stressed words.

Read all about it!

6 Look at the headlines on page 53 of two news reports from the next day. Which TV news stories are they about?

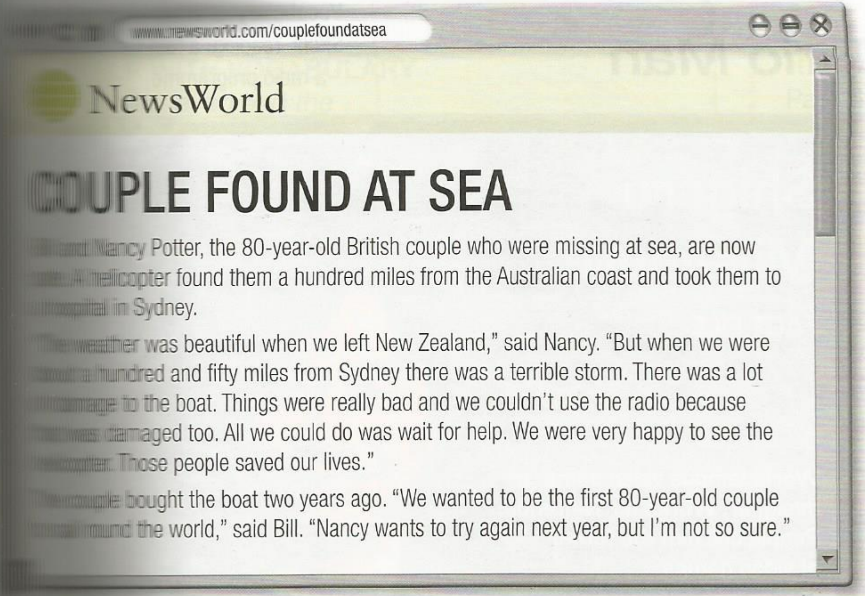
A

C

B

BANK
Joe Hall
Thirteen million and ninety three pounds
13,000,093

D

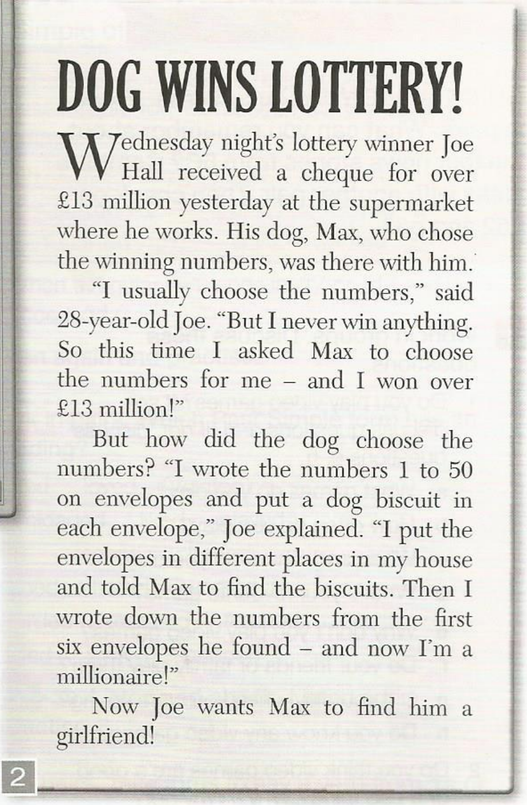


COUPLE FOUND AT SEA

Bill and Nancy Potter, the 80-year-old British couple who were missing at sea, are now safe. A helicopter found them a hundred miles from the Australian coast and took them to a hospital in Sydney.

"The weather was beautiful when we left New Zealand," said Nancy. "But when we were about a hundred and fifty miles from Sydney there was a terrible storm. There was a lot of damage to the boat. Things were really bad and we couldn't use the radio because it was damaged too. All we could do was wait for help. We were very happy to see the helicopter. Those people saved our lives."

The couple bought the boat two years ago. "We wanted to be the first 80-year-old couple to sail round the world," said Bill. "Nancy wants to try again next year, but I'm not so sure."



DOG WINS LOTTERY!

Wednesday night's lottery winner Joe Hall received a cheque for over £13 million yesterday at the supermarket where he works. His dog, Max, who chose the winning numbers, was there with him.

"I usually choose the numbers," said 28-year-old Joe. "But I never win anything. So this time I asked Max to choose the numbers for me – and I won over £13 million!"

But how did the dog choose the numbers? "I wrote the numbers 1 to 50 on envelopes and put a dog biscuit in each envelope," Joe explained. "I put the envelopes in different places in my house and told Max to find the biscuits. Then I wrote down the numbers from the first six envelopes he found – and now I'm a millionaire!"

Now Joe wants Max to find him a girlfriend!

2

7 **a** Work in two groups. Group A, read report 1 and answer questions 1–5. Group B, read report 2 and answer questions a–e.

1 Where did the helicopter find Bill and Nancy?
2 Which city are they in now?
3 Where were they when the storm started?
4 Why didn't they use their radio?
5 When did they buy their boat?

a What did Joe do yesterday?
b What did he write on the envelopes?
c Where did he put them?
d Why did the dog want to find the envelopes?
e What does Joe want his dog to do now?

b Work in pairs. Student A, ask your partner questions a–e. Student B, ask your partner questions 1–5.

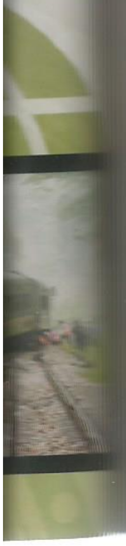
What happened?

8 **a** **VIDEO 6** **CD2 26** Watch or listen to four conversations about the news. Which news story is each conversation about?

b Watch or listen again. Match sentences 1–6 to responses a–f.

1 Over thirteen million pounds.
2 His dog chose the numbers for him!
3 Over sixty people are in hospital.
4 Did you hear about the storms in Florida?
5 Their boat was damaged in a storm.
6 Yes, a helicopter found them yesterday.

a Oh no, that's terrible.
b Really?
c You're joking!
d Oh, dear. Are they OK?
e Oh, that's good.
f Yes, isn't it awful?



REAL WORLD Talking about the news

9 **a** Fill in the gaps in the questions and responses with these words.

was happened about hear

1 A Did you ________ about that train crash?
B No, where ________ it?
2 A Did you read ________ the eighty-year-old couple and their boat?
B No, what ________ ?

b Write responses a–f in **8b** in the table.

good news	bad news	surprising news
		Really?

c Check in **REAL WORLD 6.1** p141.

10 **CD2 27** **PRONUNCIATION** Listen and practise the questions and responses in **9a** and **9b**. Copy the stress and intonation.

Did you hear about that train crash?
No, where was it?

11 Work in pairs. Student A p106. Student B p111.

VOCABULARY 6D AND SKILLS

Mario Man

Vocabulary articles: *a*, *an* and
Skills reading: a fact file; listenin
a radio programme

QUICK REVIEW Irregular verbs Work in pairs. What can you remember about the four news stories from 6C? Compare ideas with another pair. Then check on p52 and p53.

1 Work in groups. Discuss these questions.

1 Do you play video games? If so, discuss questions a–d. If not, discuss questions e–h.
  - a What games do you play?
  - b How often do you play?
  - c When and where do you play?
  - d What's your favourite game?
  - e Why don't you play video games?
  - f Do your friends or family play them?
  - g Did you play when you were young?
  - h Do you know any video games?

2 Do you think video games are a good or a bad thing? Why?/Why not?

2 **a** Before you read, check these words with your teacher.

a designer
an award
a villain
a prince
art
a hero
a princess

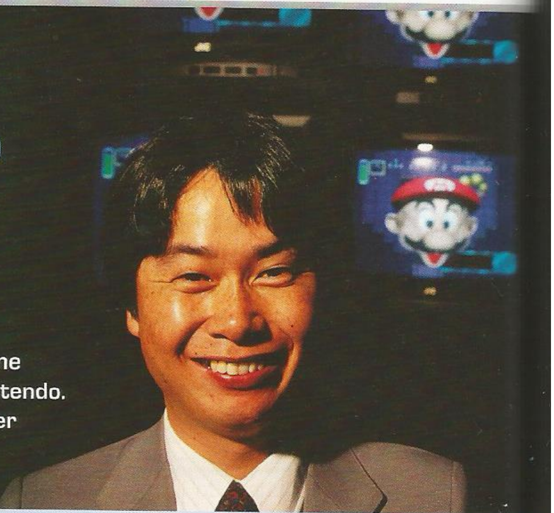
b Read about Shigeru Miyamoto. Answer the questions.

1 What's Shigeru's job?
2 Who does he work for?
3 Where was he born?
4 Where did he study?
5 Is he married?
6 What was his wife's job at Nintendo?
7 Does he play a lot of video games?
8 Who is his favourite video game character?

3 CD2 28 Listen to the beginning of a radio programme about Shigeru Miyamoto. Fill in gaps 1–7 in the fact file.

Shigeru Miyamoto

FACT FILE



Occupation

World-famous video game designer. Works for Nintendo. People call him the father of video games.

Born

Kyoto, Japan, November 16th 1__________ .

Education

Studied art at Kanazawa College of Art from 1970 to 2__________ .

Awards

Between 1998 and 2010 he won awards in the USA, the UK, 3__________ and Spain.

Family life

Married with two children, a boy and a girl. Met his wife, Yasuko, when she was a manager at Nintendo in Japan.

Interesting facts

Doesn't play video games very often. Usually goes to work by 4__________ . Can write with both hands, but usually uses his left hand. Can play the guitar and write 5__________ .

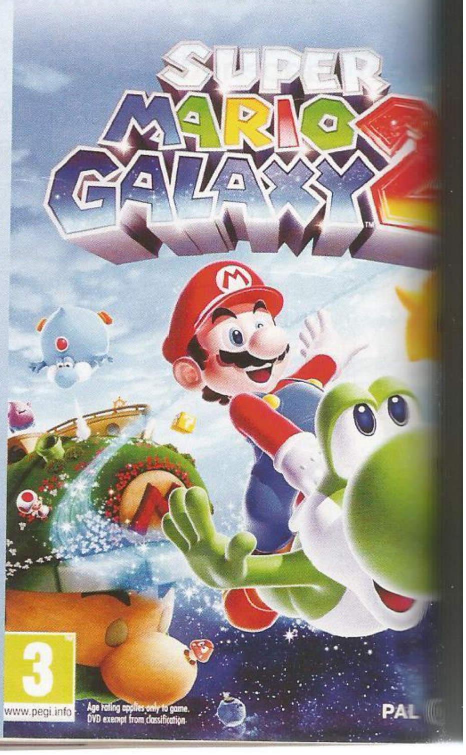
Once said

"They say video games are 6__________ for you. But that's what they said about rock 'n' roll."

The video games

Shigeru designed the first Mario Brothers game in 7__________ and Mario is his favourite video game character.

All Mario Bros. video games have **a story**. **The story** always has **a hero**, **a princess** and **a villain**. **The villain** wants to marry **the princess**, so he takes her to **a place** where **the hero** can't find her. But **the hero** always finds **the place** and saves **the princess** from **the villain**. And that's **the end** of the game.


SUPER MARIO GALAXY 2
3
www.pegi.info
Age rating applies only to game. DVD exempt from classification.
PAL

HELP WITH VOCABULARY

Articles: *a*, *an* and *the*

a Look at the words in bold in these sentences. Then complete the rules with *a* or *the*.

*People call him **the father** of video games.*

*The story always has **a hero**, **a princess** and **a villain**.*

***The villain** wants to marry **the princess**.*

1 We use ______ when we know which thing, person, place, etc. because there is only one.

2 We use ______ or *an* to talk about things or people for the first time.

3 We use ______ to talk about a person or a thing for the second, third, fourth, etc. time.

TIP • We use *the* in some fixed phrases: *at **the** weekend*, *in the evening*, *go to **the** cinema*, etc.

b Check in **VOCABULARY 6.5** p140.

Work in pairs. Look at the words in bold in the last paragraph of the fact file. Match the words in bold to rules 1–3 in **4a**.

a Read about a new video game. Fill in the gaps with *a*, *an* and *the*.

Life
Active

I bought [1] a new video game at [2] ______ weekend. ______ game is about [4] ______ beautiful princess. One day [5] ______ princess goes for [6] ______ walk. She meets ______ old man and [8] ______ beautiful white dog. [9] ______ old man takes [10] ______ princess away because he wants to marry her. But [11] ______ dog saves [12] ______ princess from ______ old man. Then at [14] ______ end of [15] ______ game, you find out that [16] ______ dog is really [17] ______ prince.

b Work in pairs. Compare answers.

a Choose the correct word.

1 Did you have *a/the* big lunch yesterday?

2 Is there *a/the* park near your home?

3 Did you go to *a/the* capital city of another country last year?

4 Do you often go to *a/the* cinema at *a/the* weekend?

5 What was *a/the* last film you saw?

6 Is there *a/the* TV programme you watch every week?

b Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

HELP WITH PRONUNCIATION

Past Simple of regular verbs

1 **a** CD2 29 Listen to these regular verbs and their Past Simple forms. Notice how we say the *-ed* endings.

1	watch → watch**ed** /t/	ask → ask**ed** /t/
2	stay → stay**ed** /d/	enjoy → enjoy**ed** /d/
3	start → start**ed** /ɪd/	want → want**ed** /ɪd/

TIP • When a regular verb ends in /t/ or /d/, *-ed* is pronounced /ɪd/.

b Listen again and practise.

2 **a** Work in pairs. Which Past Simple form has an /ɪd/ ending?

1 moved loved [✓ wanted]

2 downloaded liked played

3 lived crashed chatted

4 listened hated worked

5 recorded travelled finished

6 walked visited phoned

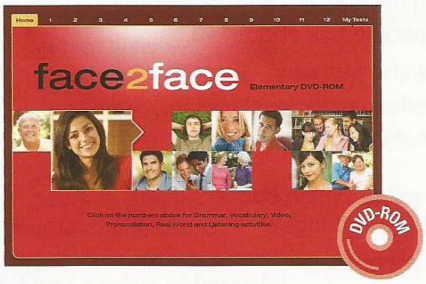
b CD2 30 Listen and check. Listen again and practise.

3 Work in pairs. Take turns to say a verb from **1a** or **2a**. Your partner says the Past Simple form.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 6 and Progress Portfolio 6** p120
- **Language Summary 6** p140
- **6A–D** Workbook p30
- **Self-study DVD-ROM 6** with Review Video



Reading and Writing

- **Portfolio 6** Text me! Workbook p74
  Reading entertainment adjectives
  Writing messages (2); a text message

7A Where I live

Vocabulary places in a town
Grammar *there is/there are*

QUICK REVIEW Verbs Work in pairs. Can you write one verb for each letter of the alphabet? *A = ask, B = buy, C = come,* etc. Compare verbs with another pair. Which pair has the most verbs?

Vocabulary

Places in a town

1 **a** Work in pairs. Which of these words do you know? Then do the exercise in Language Summary **VOCABULARY 7.1** p142.

a building a house a flat
a square a market a station
a bus station a park a museum
a theatre a cinema a hotel a café
a shop a restaurant a bar
a pub an airport a beach a road

b Look again at the pictures on p142. Take turns to cover the words and test your partner.

What's picture n?

It's a hotel.

Listening and Speaking

2 **a** Look at photos 1–3. Which is: a big city, a small town, a village? Which things from **1a** can you see in the photos?

b CD2 32 Listen to conversations A–C. Match them to the photos and the things the people talk about 1–3.

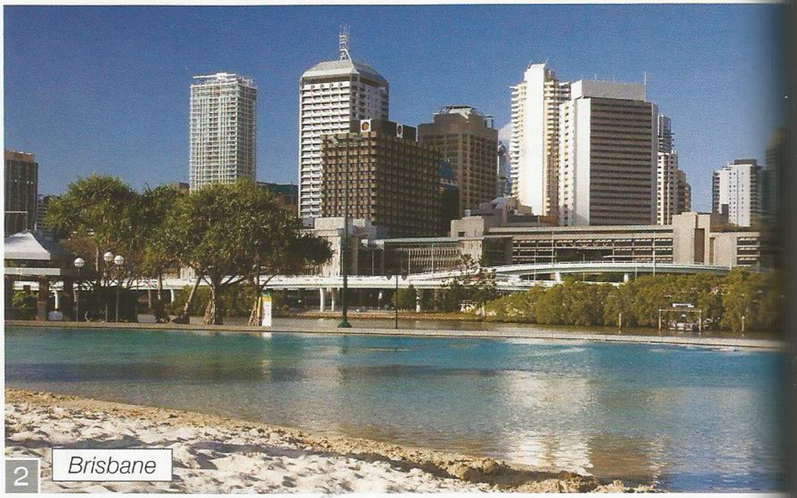
1 where he/she lives now
2 where his/her grandparents live
3 where he/she went last weekend

3 **a** Work in pairs. Which conversation talks about these things?

1 beautiful old buildings
2 a flat near a beach
3 a great place to go out at night
4 a place two hours from an airport
5 pubs that have very good food
6 a good place to go for walks

b Listen again. Check your answers.

1 *Eyeries*



2 *Brisbane*

HELP WITH LISTENING Weak forms (3): prepositions

- Remember: we often say small words (*do, does, you, was, were, can,* etc.) with a schwa /ə/. These are called weak forms.

4 **a** CD2 33 Listen to these sentences from conversations A and B. Notice how we say the prepositions in pink. Are these words stressed?

We lived there for /fə/ 12 years and then we moved to /tə/ London.

I stayed at /ət/ home all weekend.

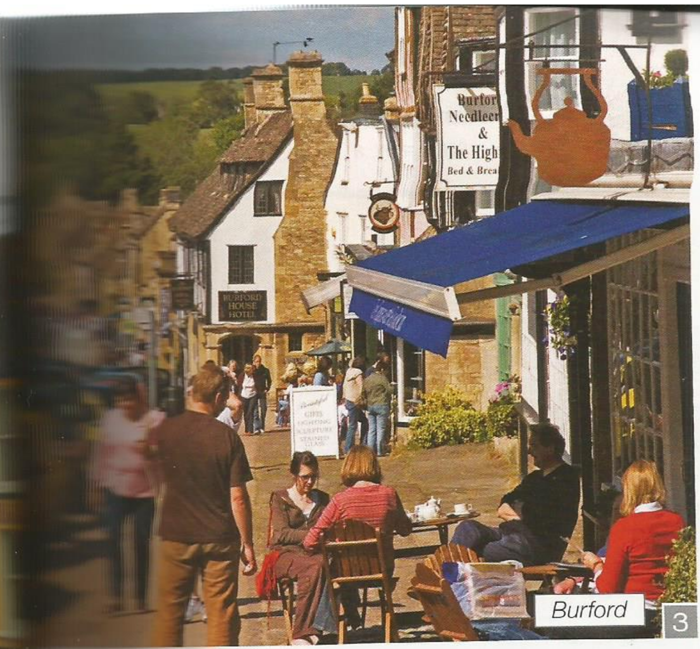
It's about two hours from /frəm/ Cork airport.

And all of /əv/ the houses are different colours!

b Look at Audio Script CD2 32 p160. Listen to conversations A and B again. Notice how we say the prepositions and the other weak forms in pink.

5 **a** Work in groups. Which place would you like to visit: Eyeries, Brisbane or Burford? Why?

b Compare answers with the class. Which place is the most popular?



Burford 3

HELP WITH GRAMMAR *there is/there are*

6 **a** Fill in the gaps in the tables with *'s*, *is*, *are*, *isn't* or *aren't*.

	singular
POSITIVE (+)	There ______ a nice beach.
NEGATIVE (–)	There ______ a station.
QUESTIONS (?)	______ there a hotel?
SHORT ANSWERS	Yes, there ______ ./No, there ______ .

	plural
POSITIVE (+)	There ______ lots of things to do.
NEGATIVE (–)	There ______ any restaurants.
QUESTIONS (?)	______ there any good pubs?
SHORT ANSWERS	Yes, there ______ ./No, there ______ .

TIP • We use *any* in negatives and questions with *there are*.

b What is the Past Simple of *there is* and *there are*?

c Check in **GRAMMAR 7.1** p144.

7 **a** Look at these sentences about Burford. Fill in the gaps with *There's*, *There are*, *There isn't* or *There aren't*.

1 (✓) *There are* lots of good shops.
2 (✗) *There isn't* a station.
3 (✓) ______ a market every weekend.
4 (✗) ______ any five-star hotels.
5 (✗) ______ a theatre.
6 (✓) ______ lots of nice cafés.
7 (✓) ______ an interesting museum.
8 (✗) ______ an airport near the town.

b CD2 34 **PRONUNCIATION** Listen and practise the sentences in **7a**. Notice how we say *there's* /ðeəz/ and *there are* /ðeərə/.

8 **a** Look at the table. Complete questions 1–8 with *Is there* or *Are there*.

places near my home	me	my partner
1 ______ a station?		
2 ______ any shops?		
3 ______ a hotel?		
4 ______ a market?		
5 ______ any good restaurants?		
6 ______ a park?		
7 ______ a cinema or a theatre?		
8 ______ any nice cafés?		

b Think about places near your home. Put *yes* or *no* in the *me* column.

c CD2 35 **PRONUNCIATION** Listen and practise the questions in **8a** and the short answers.

Is there a station? Are there any shops?

d Work in pairs. Ask and answer the questions in **8a**. Write *yes* or *no* in the *my partner* column. Continue the conversation if possible.

Is there a station near your home?

Yes, there is. It's about ten minutes away.

Get ready … Get it right!

9 Choose your favourite town, city or village in your country (not the one you're in now). Tick the things in the box that are in this place and cross out the things that aren't.

My favourite place is: ____________________

beautiful/famous buildings big/small parks
a market a square an airport a beach
old/new houses interesting shops
a museum a theatre a cinema a station
cheap/expensive restaurants
nice cafés, bars or pubs good hotels

10 **a** Work in groups. Tell the other students about your favourite place.

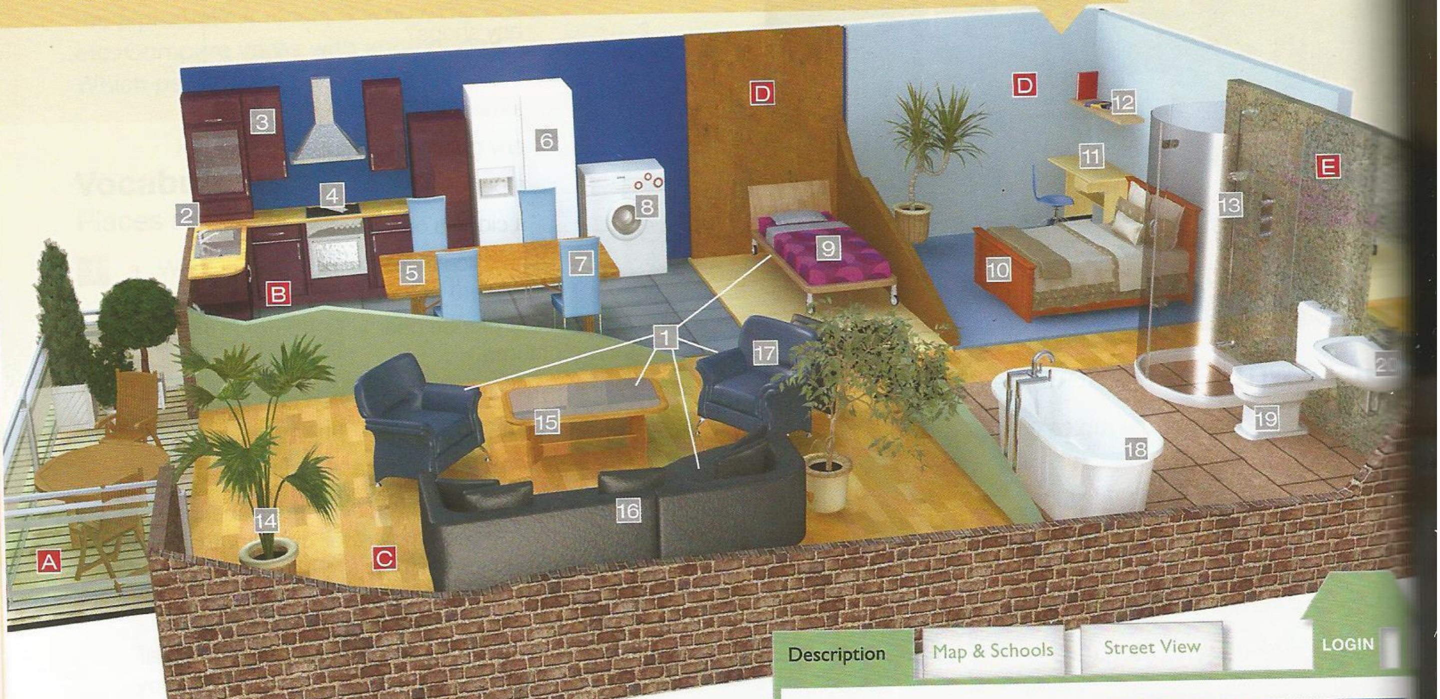
There are lots of beautiful buildings and two big parks.

b Choose one of your group's places that you would like to visit. Tell the class why you want to go there.

7B A new home

Vocabulary rooms and things in a house
Grammar *How much ... ?* and *How many ...*
some, any, a

QUICK REVIEW ***there is/there are*** Work in groups. Talk about the good and bad things about the town or city you're in now. Use *there is, there are, there isn't,* and *there aren't.*

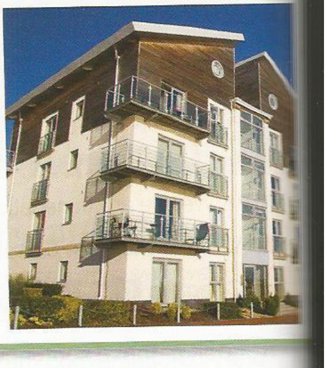


Description Map & Schools Street View LOGIN

Park Road M13 7ED

Large flat (80m²) for rent in city centre. On quiet street near station and park. Large **kitchen**, **living room**, **bathroom**, two **bedrooms**, small **balcony**. No garden.

Rent: £800 per month



Vocabulary Rooms and things in a house

1 Read the advert and look at the plan of the flat. Match the words in bold to A–E on the plan.

2 Match these things in a house to 1–20 on the plan.

furniture *1* a double bed *10* a single bed
a fridge a coffee table a bath a shower
a cooker a toilet a sink a desk a plant
a sofa an armchair a washing machine
a washbasin a table a chair a cupboard
a shelf

3 Look again at the advert and the plan of the flat. Answer these questions.

1 How much space is there? *80m²*
2 What's the postcode of the flat?
3 How many bedrooms are there?
4 How much is the rent?
5 How many chairs are there in the kitchen?
6 How many plants are there?
7 How much furniture is there in the living room? Make a list.

HELP WITH GRAMMAR
How much ... ? and *How many ... ?*

4 a Which of these nouns are countable (C)? Which are uncountable (U)?

table *C* bedroom furniture people
money chair space time plant

b Look again at the questions in **3**. Then complete the rules with *How much ... ?* or *How many ... ?*.

- We use ______ with plural countable nouns.
- We use ______ with uncountable nouns.

c Check in **GRAMMAR 7.2** p144.

5 a Fill in the gaps with *How much* or *How many*.

HOME SWEET HOME

1 *How many* people live in your home?
2 ________ rooms are there?
3 ________ furniture is there in your living room?
4 ________ TVs are there in your home?
5 ________ time do you spend watching TV every day?
6 ________ pictures are there in your bedroom?
7 ________ time do you spend cleaning the house every week?

b CD2 36 **PRONUNCIATION** Listen and check. Listen again and practise. Copy the stress.

How many people live in your home?

c Work in pairs. Ask and answer the questions in **5a**. Are any of your partner's answers surprising?

Listening and Speaking

6 a CD2 37 John and his wife, Becky, want to find a flat. Listen to their conversation with the estate agent. Put the things they talk about in order.

a	the furniture *1*	c	the kitchen	e	the rent
b	the bathroom	d	the bedrooms	f	shops

b Listen again. Are these sentences true (T) or false (F)?

1 There's some furniture in the flat. *T*
2 There's a TV in the flat.
3 The estate agent says there are two big bedrooms.
4 John and Becky haven't got any children.
5 The estate agent says there isn't a cooker.
6 There aren't any shops near the flat.
7 John and Becky don't want to see the flat.

HELP WITH GRAMMAR *some, any, a*

7 a Fill in the gaps in the table with *some*, *any* or *a*.

	singular countable nouns	plural countable nouns	uncountable nouns
+	There's *a* cooker.	There are *some* chairs.	We'd like ______ information.
–	There isn't ______ TV.	We haven't got ______ children.	I haven't got *any* money.
?	Has it got ______ shower?	Are there ______ shops?	Is there ______ furniture?

b When do we use *some* and *any*?

c Check in GRAMMAR 7.3 p144.

8 CD2 38 **PRONUNCIATION** Listen and practise the sentences in **7a**. Notice the way we say *some*.

There's a cooker. There are some /səm/ chairs.

9 a John and Becky now live in the flat. Read their phone conversation. Fill in the gaps with *some*, *any* or *a*.

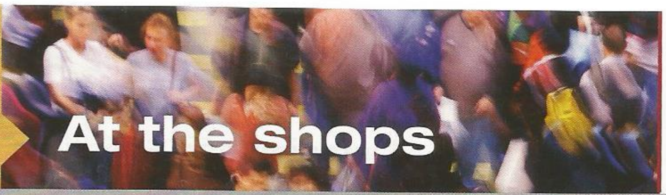
BECKY Hi. I'm at the supermarket. Have we got [1] *any* bread?
JOHN Yes, we've got [2]______ bread, but we haven't got [3]______ butter.
B OK. So we need [4]______ butter. Is there [5]______ milk?
J No, there isn't. And we need [6]______ meat and [7]______ eggs.
B Right. Have we got [8]______ fruit?
J We've got [9]______ big bag of oranges, but we haven't got [10]______ apples.
B OK, I'll get [11]______ more fruit. And [12]______ cheese.
J And can you get [13]______ big bottle of water too?
B Yes, OK. See you later. Bye.

b CD2 39 Listen and check.

Get ready … Get it right!

10 Work in two groups. Group A p106. Group B p111.

REAL WORLD 7C At the shops



Real World what sales assista
say; what customers say
Vocabulary shops; things to

QUICK REVIEW Rooms and things in a house What's your favourite room in your home? Work in pairs. Tell your partner five things about your favourite room. Use *There's a … , There are some … , There isn't a … , There aren't any … .*

I love shopping!

1 **a** Work in pairs. Which of these words do you know? Check in **VOCABULARY 7.3** p142.

a bookshop a clothes shop
a shoe shop a supermarket
a kiosk a newsagent's
a department store a post office
a bank a chemist's a butcher's
a baker's

b Work in the same pairs. Think of two things you can buy or do in each place.

> You can buy books and birthday cards in a bookshop.

2 Work in groups. Discuss these questions.

1 Do you like shopping? Why?/Why not?
2 What do you like or hate buying? Why?
3 Which shops do you go to every week? What do you buy there?
4 What's your favourite shop? Why?

3 **a** Tick the words you know. Then do the exercise in **VOCABULARY 7.4** p143.

stamps a map a suitcase
tissues aspirin a lamp
postcards a cake a guide book
a newspaper cigarettes chocolate

b Work in new pairs. Think of two places where you can buy the things in **3a**.

> You can buy stamps in a post office or a newsagent's.

Can I help you?

4 **VIDEO 7** **CD2 40** Look at the photos. Paul and Clare are at the shops. Watch or listen to their conversations. Answer these questions.

	Paul	Clare
1 Which shop is he/she in?		
2 What does he/she buy?		
3 How much does he/she spend?		

HELP WITH LISTENING What sales assistants say

5 **a** Read these things that sales assistants say. Check new words with your teacher.

CONVERSATION 1

a Here's your change and your receipt.
b Anything else?
c Can I help you?
d Yes, they're over there.
e Would you like a bag?

CONVERSATION 2

f Would you like anything else?
g Your pin number, please.
h That's £17.50, please.
i Do you need any help?
j They're on the second floor.

b **VIDEO 7** **CD2 40** Watch or listen again. Put sentences a–j in 5 in the order you hear them (1–10).

Lighting
Lighting
mix & match lighting
choose your lamp base
select the shape
combine to create your own look
all our shades are suitable for use on the ceiling

Clare

REAL WORLD What customers say

a Fill in the gaps with the phrases in the boxes.

~~Have you got~~ Do you sell I'll have Can I have

SAYING WHAT YOU WANT

Have you got any guide books for London?
can i have four stamps for Europe, please?
do you sell suitcases?
i'll have this one, please.

your help that's all Here you How much is How much are

ASKING ABOUT PRICES

how much is this map?
how much are these lamps?

OTHER USEFUL PHRASES

No, that's all, thanks.
hare you are.
Thanks for your help.

TIPS • We use *one* in place of a singular noun:
A *Would you like* ***a bag****?* B *No, thanks. I've got* ***one****.*

• We use *ones* in place of a plural noun:
A *How much are these* ***lamps****?* B *The big* ***ones*** *are £25.*

b Check in **REAL WORLD 7.2** ▶ **p144.**

CD2 ▶ 41 **PRONUNCIATION** Listen and practise the sentences in 6a.

Have you got any guide books for London?

8 **a** Clare is now on the second floor of the department store. Read the conversation and choose the correct words.

SALES ASSISTANT Do you [1]*have/*[✓ *need*] any help?
CLARE Yes, please. I'd like to buy a suitcase.
SA Yes, they're over [2]*their/there*.
C Oh, yes. How much [3]*is/are* they?
SA The big [4]*one/ones* are £55 and the small [5]*one/ones* are £40.
C OK. [6]*I/I'll* have this small [7]*one/ones*, please.
SA Sure. [8]*Do/Would* you like anything else?
C No, that's [9]*every/all*, thanks.
SA OK, [10]*that/that's* £40, please.
C [11]*Here you are/Here are you.*
SA Thank you. Your [12]*pin number/number pin*, please. Right, here's your suitcase and your [13]*change/receipt*. Have a nice day.
C You too. Bye.
SA Goodbye.

b Work in pairs. Practise the conversation. Take turns to be the sales assistant.

9 **a** Work in new pairs. Write a conversation in a department store.

b Practise the conversation until you can remember it.

c Work in groups of four. Take turns to say your conversations. Listen to the other pair's conversation. What does the customer buy and how much does he/she spend?

VOCABULARY 7D AND SKILLS What to wear

Vocabulary clothes; colours; plural nouns
Skills reading: a magazine arti

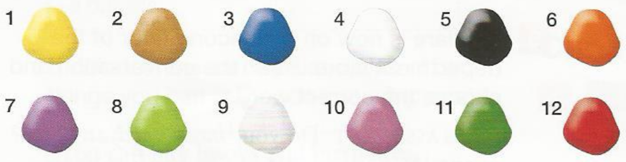
QUICK REVIEW Shops Write a list of shops. Work in pairs and compare lists. Who has more words? Tell your partner the last time you went to shops on your list. What did you buy there? *I went to a supermarket two days ago. I bought … .*

1 Work in pairs. Which of these words do you know? Then do the exercise in **VOCABULARY 7.5** p143.

trousers shorts jeans a dress shoes
a suit a skirt a jumper trainers a jacket
a hat a tie boots socks a T-shirt
a top a coat a cap a shirt

2 Match these words to colours 1–12.

white *4* black red blue yellow grey pink
brown orange purple dark green light green



3 **a** Write lists for you.

1 clothes and colours I usually wear
2 clothes and colours I sometimes wear
3 clothes and colours I never wear

b Work in groups. Tell other students about the clothes and colours you wear.

I usually wear a suit in the week.

I sometimes wear jeans.

I never wear pink.

HELP WITH VOCABULARY Plural nouns

4 **a** Some nouns look plural, but they mean 'one thing'. Look at these examples.

*Those **jeans** are nice.* (= 1 thing)
*Where are my **shoes**?* (= 2 things)

b Which of these nouns can mean 'one thing'? Which can be singular?

jeans shoes socks shorts
boots trousers trainers

TIP • We can use *a pair of …* with both types of plural noun: *I've got **a pair of** red jeans/shoes.*

5 **a** Fill in the gaps with *some*, *any* or *a*.

1 I haven't got ______ white shirts.
2 I've got ______ black jeans.
3 I need ______ new pair of trainers.
4 I haven't got ______ blue suit.
5 I want to buy ______ brown shoes.
6 I haven't got ______ shorts.
7 I've got ______ clothes that I never wear.

b Which sentences are true for you? Compare with a partner.

6 **a** Before you read, check these phrases with your teacher.

designer clothes fashion magazines
try on send back

b Read the article. Match paragraphs 1–3 to the people in the photos.

Me and my clothe

Do you think what you wear is important? W talked to three people from different countrie find out what they think about clothes, shoppi the internet – and, of course, shoes!

1 I like looking good and I spend a lot of money on clo and shoes. I'm a sales manager for a software compan what I wear at work is important. I do a lot of shopping onl because it's quick and easy. And if you don't like someth you can send it back. I buy a lot of shirts and I love desig clothes. They're expensive, but they look great. Yes, wh wear is important to me – and to my girlfriend!

2 I don't like shopping for clothes and I don't think w people wear is very important. When I go shopping, I o buy the clothes I need and that's all. The last time I w clothes shopping was about two months ago. I bought a n blue jumper and five pairs of socks! I usually wear the sa thing every day – jeans, a T-shirt and trainers. And I rea hate buying shoes – I've only got three pairs!

3 Oh, I really love clothes! I read all the fashion magazi and I watch programmes about clothes on TV. And I lo buying shoes – I've got about fifty pairs at home! And I lo shopping with my friends. We go into town every Satu and look at all the new clothes. I never buy clothes onl because you can't try them on before you buy them. N weekend I want to buy a dress for a party – and some n shoes, of course!

a Read the article again. Fill in the gaps with *Ronnie*, *Catherine* or *Samantha*.

1 *Samantha* has a lot of shoes.
2 ________ doesn't buy clothes very often.
3 ________ buys clothes to look good at work.
4 ________ buys a lot of clothes online.
5 ________ never buys clothes online.
6 ________ doesn't have many pairs of shoes.
7 ________ likes reading about clothes.
8 ________ wears the same thing every day.
9 ________ likes buying designer clothes.

b Work in pairs. Compare answers.

Work in groups. Discuss these questions.

1 Which person from the article is similar to you? Why?
2 Do you like shopping for clothes? Why?/Why not?
3 What's your favourite clothes shop? What do you usually buy there?
4 Do you buy clothes online? Why?/Why not?

Catherine from the UK

Samantha from Australia

Ronnie from the USA

HELP WITH PRONUNCIATION

/ɔː/ and /ɜː/

1 CD2 42 Listen to these sounds and words. Listen again and practise.

/ɔː/ shorts walk four /ɜː/ shirt work girl

2 **a** Work in pairs. Look at the letters in bold. Write the words in the table.

~~Th**ur**sday~~ ~~str**aw**berry~~ t**al**l w**or**d **Au**gust
b**ir**thday p**er**son b**ough**t div**or**ced sk**ir**t

/ɔː/ **sh*or*ts**	/ɜː/ **sh*ir*t**
strawberry	*Thursday*

b CD2 43 Listen and check. Listen again and practise.

3 **a** Work in pairs. Look at the letters in bold in these words. Are the sounds the same (S) or different (D)?

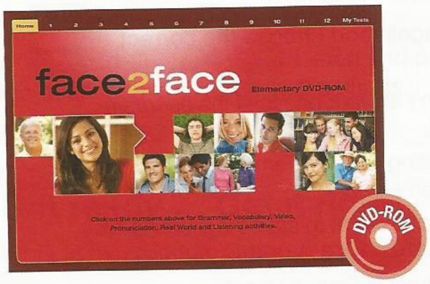
1 d**augh**ter p**oor** *S*
2 b**or**ing f**ur**niture
3 T**ur**kish G**er**man
4 m**or**ning **al**ways
5 th**ir**ty s**ur**name
6 sp**or**t **ear**ly
7 d**ir**ty w**a**ter
8 f**ir**st b**ur**ger
9 t**al**l fl**oor**
10 **aw**ful b**or**ing

b CD2 44 Listen and check. Listen again and practise.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 7 and Progress Portfolio 7** p121
- **Language Summary 7** p142
- **7A–D** Workbook p35
- **Self-study DVD-ROM 7** with Review Video



Reading and Writing

- **Portfolio 7** Renting a flat Workbook p76
  Reading adverts for places to live
  Writing paragraphs (2); a letter to a friend

8A The meeting

Vocabulary work
Grammar Present Continuous: positive an
negative, questions and short answers

QUICK REVIEW Clothes Write all the clothes you know. Work in pairs and compare lists. Then tell your partner about your favourite clothes: *I've got a really nice black jacket. I bought it in Milan.*

Vocabulary Work

1 **a** Work in pairs. Which of these words do you know? Then do the exercise in **VOCABULARY 8.1** p145.

a customer a report notes
a letter a message a contract
a company a meeting a conference

b Work on your own. Which word/phrase does not go with the verb?

1 **write** *~~a customer~~/a report/a letter*
2 **answer** *the phone/notes/an email*
3 **take** *contracts/messages/notes*
4 **sign** *a contract/a letter/a meeting*
5 **work** *for a company/in an office/a report*
6 **go to** *a meeting/a contract/a conference*
7 **write to** *a contract/a customer/a company*

c Work in pairs. Compare answers. Then take turns to test your partner.

letters

You write letters and sign letters.

Listening and Speaking

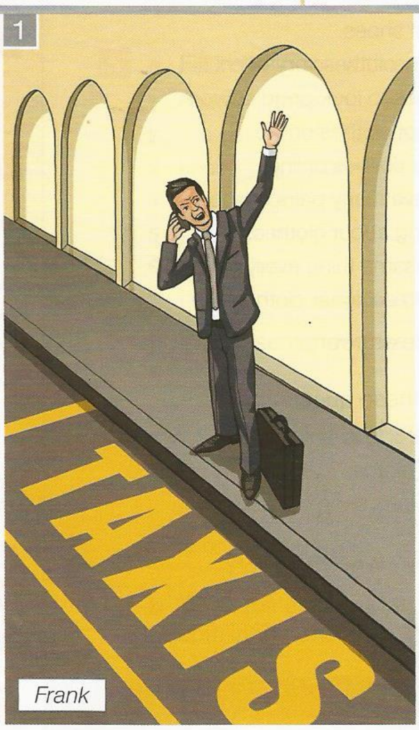
2 **a** Look at pictures 1 and 2. It's 9.50 a.m. Where are the people?

b **CD2** 45 Listen to the conversation. What is Frank's problem?

c Listen again and choose the correct answers.

1 Frank isn't at work because the *bus/train* was late.
2 The meeting with the Tamada brothers is at *ten/eleven* o'clock.
3 Frank wants Janet to *start the meeting/wait for him*.
4 The contract is *Frank's/Janet's*.
5 Adriana is *in the office/at home*.
6 Janet wants Liz to *take notes in the meeting/finish some reports*.

1



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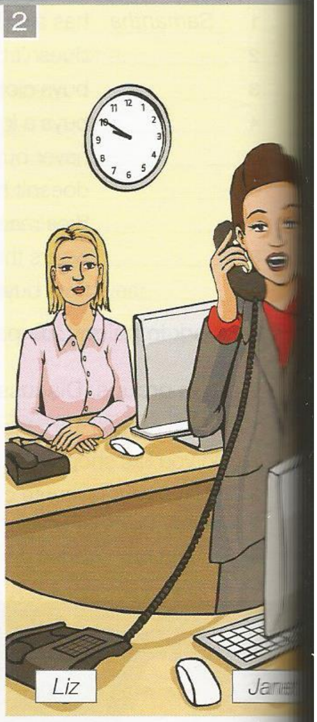


3 **a** Who says these sentences – Frank, Janet or Liz?

1 I'm waiting for a taxi. *Frank*
2 They're sitting in your office.
3 They aren't looking very happy.
4 She's working at home today.
5 I'm not doing anything important at the moment.
6 Danny isn't doing anything.

b Work in pairs. Compare answers.

HELP WITH GRAMMAR
Present Continuous: positive and negative

4 **a** Are the sentences in **3a** about now or every day?

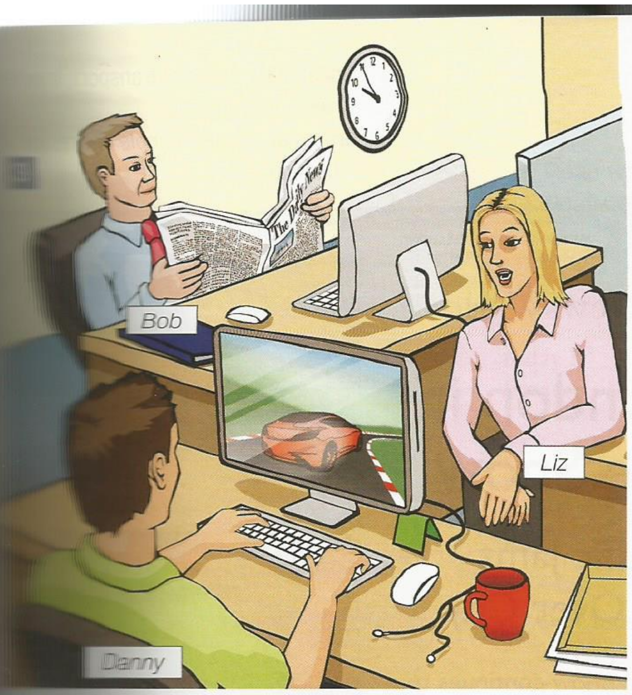
b We use *be* + verb+*ing* to make the Present Continuous. Fill in the gaps with *'m*, *'re*, *aren't*, *'s* or *isn't*.

POSITIVE (+)		NEGATIVE (–)	
I ____		I ____ not	
you/we/they ____	verb+*ing*	you/we/they ____	verb+
he/she/it ____		he/she/it ____	

c Write the *-ing* form of these verbs.

play *playing* make study sit
look go run write live stop

d Check in **GRAMMAR 8.1** p146.



5 CD2 46 **PRONUNCIATION** Listen and practise the sentences in **3a**. Copy the stress.

I'm waiting for a taxi.

6 **a** Look at picture 3. Liz is talking to Danny. It's 9.55 a.m. Put the verbs in the Present Continuous.

LIZ Danny, are you busy?
DANNY Well, er, I [1] *'m writing* (write) a letter.
LIZ Can you take notes at the meeting, please?
DANNY Why me? Look, Bob [2] ______ (read) the newspaper. Ask him.
LIZ He [3] ______ (not read) the newspaper. He [4] ______ (study) the business pages.
DANNY Well, I [5] ______ (wait) for a phone call from New York.
LIZ They [6] ______ (not work) in New York now, Danny. It's 5.00 a.m. there!
DANNY OK, OK, I [7] ______ (go) now. Which room?

b CD2 47 Listen and check your answers.

7 Work in pairs. It's 10.05 a.m. What are these people doing now, do you think?

1 Janet
2 The Tamada brothers
3 Danny
4 Frank

I think Janet's having a meeting.

8 CD2 48 It's now 10.15 a.m. Frank is phoning Liz. Listen and answer the questions.

1 Where is Frank calling from?
2 Is the taxi moving?
3 Are they having the meeting now?
4 What is Danny doing?
5 What is Frank doing at the end of the phone call?

HELP WITH GRAMMAR Present Continuous: questions and short answers

9 **a** Write questions 3 and 4 from **8** in the table.

question word	auxiliary	subject	verb+*ing*	
Where	is	Frank	calling	from?
	Is	the taxi	moving?	

b Write positive and negative short answers for these questions.

1 Am I working here today?
Yes, *you are* ./No, ______ .
2 Is Janet answering her phone?
Yes, ______ ./No, ______ .
3 Are they having the meeting now?
Yes, ______ ./No, ______ .

c Check in GRAMMAR 8.2 p146.

10 CD2 49 Who signs the contract, do you think – Janet or Frank? Listen and check.

11 **a** It's now 6.30 p.m. Frank is talking to his wife, Karen, on the phone. Make questions in the Present Continuous.

FRANK Hi! It's me.
KAREN Hello, love. [1]you / work / late this evening?
Are you working late this evening?
FRANK No, I'm having a drink with Liz. I signed the Tamada contract today.
KAREN Oh, that's fantastic! [2]you / have / a nice time ?
FRANK Yes, thanks. [3]What / you / do ?
KAREN I'm making dinner.
FRANK [4]the kids / do / their homework ?
KAREN Er … no, they're not.
FRANK [5]What / they / do ?
KAREN They're watching TV.

b CD2 50 Listen and check.

c CD2 51 **PRONUNCIATION** Listen and practise the questions in **11a**. Copy the stress.

Are you working late this evening?

Get ready … Get it right!

12 Work in two groups. Group A p107. Group B p112.

8B It's snowing!

Vocabulary types of transport; travelling verbs and phrases
Grammar Present Simple or Present Continuous

QUICK REVIEW Present Continuous Write six actions (*play tennis*, *watch TV*, etc.). Work in pairs. Take turns to mime the actions to your partner. He/She guesses what you are doing: **A** *Are you playing tennis?* **B** *Yes, I am.*

Vocabulary and Speaking
Types of transport

1 a Work in pairs. Which words do you know? Check new words in **VOCABULARY 8.2** p145.

a car a plane a train a taxi a bus
a tram a bike a scooter a boat
a motorbike a ferry a coach

b Put the words into two groups: public transport and private transport. Some words can go in both groups.

c Work in pairs. Compare groups. Are they the same?

2 a Match phrases 1–7 to a–g. Check in **VOCABULARY 8.3** p145.

1 go by car	a cycle
2 go by bike	b take the bus/coach
3 go by plane	c walk
4 go on foot	d take the ferry/boat
5 go by bus/coach	e fly
6 go by ferry/boat	f drive
7 go by train/tube/ tram	g take the train/tube/ tram

b Work in groups. Talk about how you travel:

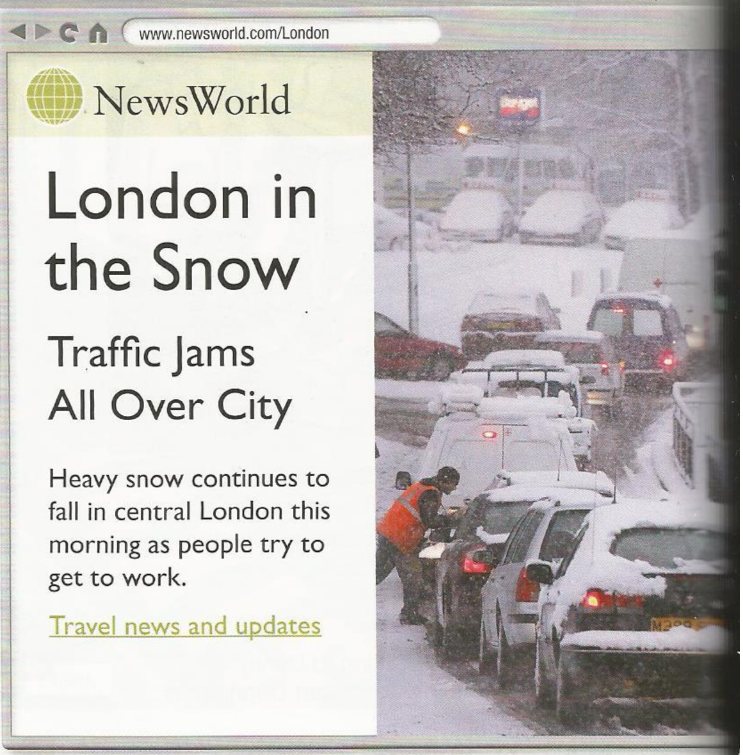
1 to work/school/university
2 to the centre of your town/city
3 to other places in your country
4 to parties
5 when you're on holiday

Listening and Speaking

3 a Before you listen, check these words/phrases with your teacher.

snow a traffic jam a journey a normal day

b Look at the news website and the photo. What is happening in London?


www.newsworld.com/London

NewsWorld

London in the Snow

Traffic Jams All Over City

Heavy snow continues to fall in central London this morning as people try to get to work.

Travel news and updates

4 a CD2 52 Listen to a news report. Fill in the table.

	how he/she usually travels to work	how he/she is travelling to work today
first man	*by train*	
woman		
second man		

b Listen again and answer these questions.

1 Are there any trains today?
2 What time does the first man usually start work?
3 How long is the woman's journey to work on a normal day?
4 When did she leave home?
5 Where is the second man from?
6 Do they have the same traffic problems in his country?

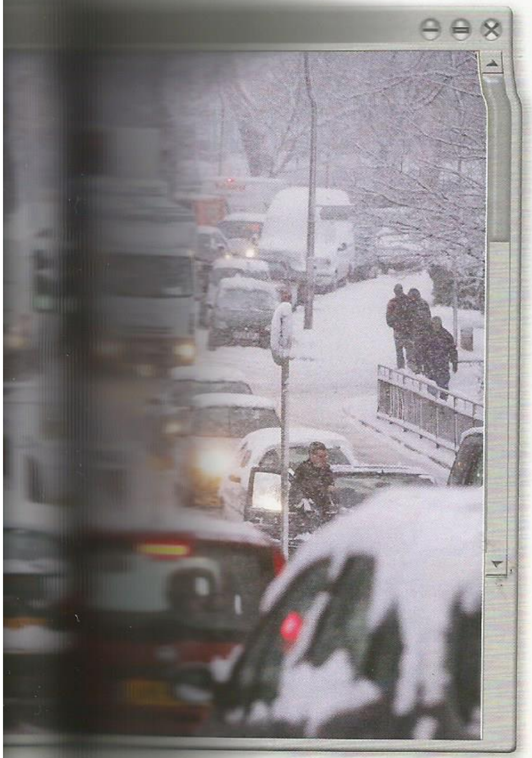
HELP WITH LISTENING Linking (2)

- Remember: we often link consonant sounds at the end of a word with vowel sounds at the beginning of the next word.

5 a CD2 53 Listen and notice the linking.

YOU EXPECT TO HEAR	YOU USUALLY HEAR
I start at eight.	I start‿at‿eight.
And it's eight thirty now.	And‿it's‿eight thirty now.

b Look at Audio Script CD2 52 p161. Listen again and *notice the consonant-vowel links.*



HELP WITH GRAMMAR

Present Simple or Present Continuous

a Look at this sentence. Then complete the rules with *Present Simple* or *Present Continuous*.

I usually go by train, but I'm taking the bus today.

1 We use the ______ to talk about things that happen every day/week/month, etc.

2 We use the ______ to talk about things that are happening now.

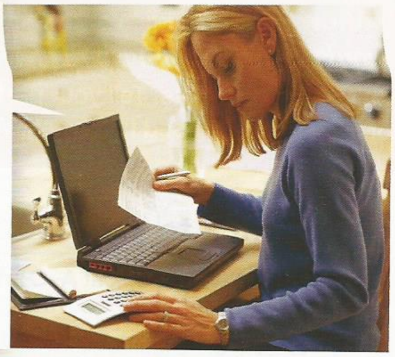
b Do we usually use the Present Simple (PS) or the Present Continuous (PC) with these words/phrases?

usually *PS* now
today sometimes
always often normally
at the moment never
hardly ever every day

c Check in **GRAMMAR 8.3** p146.

7 **a** Read what some other people are doing on the same day. Put the verbs in the Present Simple or Present Continuous.

MADDY I'm an accountant and I ¹ work (work) for a bank. I usually ² ______ (work) in the city, but today I ³ ______ (work) at home because of the snow. At the moment I ⁴ ______ (sit) in the kitchen and I ⁵ ______ (write) emails on my laptop. I ⁶ ______ (not work) at home very often, so I'm happy it ⁷ ______ (snow) today!



EVE On Mondays we usually ⁸ ______ (drive) to Wimbledon and ⁹ ______ (visit) some friends. But we ¹⁰ ______ (stay) at home today because of the snow. At the moment my husband, Lenny, ¹¹ ______ (answer) his emails and I ¹² ______ (watch) the news. Normally I ¹³ ______ (not watch) TV in the day, but I want to know about the weather.

b CD2 54 Listen and check your answers.

8 **a** Make questions about the people in **7a**. Fill in the gaps with *do*, *does*, *is*, *are* and the correct form of the verb in brackets.

1 What *does* Maddy *do* ? (do)
2 ______ she ______ in the city today? (work)
3 What ______ she ______ at the moment? (do)
4 ______ she ______ at home very often? (work)
5 What ______ Lenny and Eve usually ______ on Mondays? (do)
6 What ______ they ______ today? (do)
7 ______ Eve normally ______ TV in the day? (watch)
8 Why ______ she ______ it today? (watch)

b CD2 55 **PRONUNCIATION** Listen and check. Listen again and practise.

c Work in pairs. Ask and answer the questions.

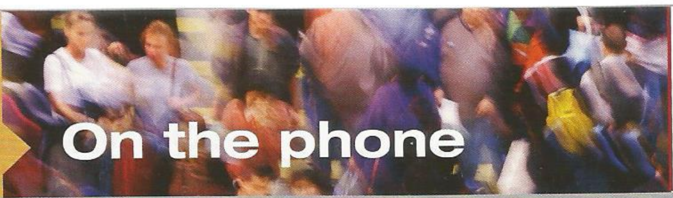
What does Maddy do?

She's an accountant.

Get ready ... Get it right!

9 Work in two groups. Group A p107. Group B p112.

▶ REAL 8C WORLD On the phone



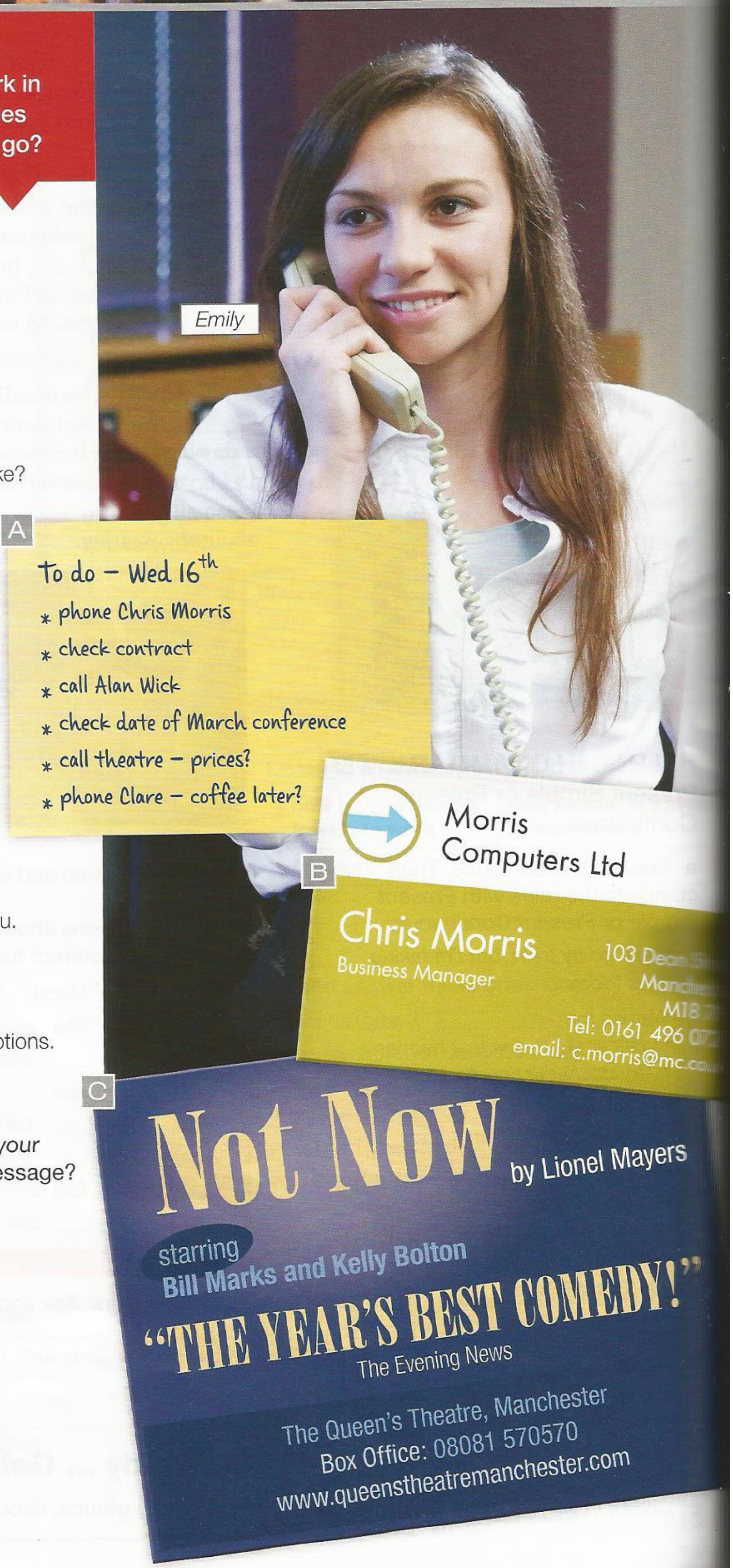
Real World talking on the ph

QUICK REVIEW Types of transport Write ten words for types of transport (*car*, *bus*, etc.). Work in pairs. Compare lists. Tell your partner which types of transport you used last week. Where did you go?

I'll get back to you

1 Emily is at work. Look at A–C and answer the questions.

1 What is Chris Morris's job?
2 Where can you see *Not Now*?
3 What is the postcode of Morris Computers?
4 In which month is the conference?
5 How many phone calls does Emily want to make?
6 What is Chris Morris's email address?
7 Who are the actors in *Not Now*?
8 Is Clare a friend or a customer, do you think?



A

To do – Wed 16th

- phone Chris Morris
- check contract
- call Alan Wick
- check date of March conference
- call theatre – prices?
- phone Clare – coffee later?

B

Morris
Computers Ltd

Chris Morris
Business Manager

103 Dea
Manch
M18
Tel: 0161 496
email: c.morris@mc.

C

Not Now by Lionel Mayers

starring
Bill Marks and Kelly Bolton

"THE YEAR'S BEST COMEDY!"
The Evening News

The Queen's Theatre, Manchester
Box Office: 08081 570570
www.queenstheatremanchester.com

HELP WITH LISTENING

Phone messages

2 **a** Look at these sentences from phone messages. Work in pairs. Try to fill in the gaps with these words.

~~voicemail~~ person choose back message press try

a Hello, this is Alan Wick's *voicemail* .
b If you leave a message, I'll get ________ to you.
c I'm sorry, but the ________ you called is not available.
d Please leave your ________ after the tone.
e Please ________ one of the following three options.
f For all other enquiries, ________ zero.
g Please ________ later.

b **CD2 ▸ 56** Listen to four messages. *Check* your answers to **2a**. What do you do after each message?

a end the call
b leave a message
c press a number on the phone

3 **CD2 ▸ 57** Emily is making three phone calls. Listen and answer these questions.

1 When does Emily want to:
  a meet Alan Wick?
  b meet Clare?
  c go to the theatre?
2 How much are the theatre tickets?

Can I call you back?

Work in pairs. Discuss these questions.

1 How many phone calls do you make or get on a normal day?

2 Do you always answer your phone at work or at home? If not, why not?

3 When was the last phone call you made? Who did you call? Why?

a VIDEO 8 CD2 58 Close your book. Watch or listen to two phone calls. What does Emily talk to Clare about? When can Emily talk to Chris Morris again?

b Work in pairs. Choose the correct words/phrases.

TIM Hello, 3DUK. Can I help you?
CLARE Hello, [1]*I want to*/[✓ *can I*] speak to Emily, please?
TIM [2]*Hold on*/*Stop* a moment, she's here.
EMILY Hello. Emily Wise.
CLARE Hi. [3]*It's*/*I'm* Clare. I [4]*got*/*had* your message.
EMILY Good. Do you want to go for a coffee after work?
CLARE Sure. Is six o'clock OK?
EMILY Yes, that's fine. Let's meet at Café Uno.
CLARE OK. See you there at six. Bye.
EMILY Bye.

CHRIS Hello?
EMILY Hello, [5]*is that*/*are you* Chris Morris?
CHRIS [6]*Speaking.*/*I am.*
EMILY [7]*This is*/*I'm* Emily Wise from 3DUK.
CHRIS Hello, Emily. Look, I've got a conference call in a minute. Can I call you [8]*back*/*again* in an hour?
EMILY Of course. Call me [9]*on*/*by* my mobile.
CHRIS Right. [10]*I'll call*/*I'm calling* you later.
EMILY Thanks a lot. Bye.
CHRIS Bye.

c Watch or listen again. Check your answers.

6 Close your books. Work in pairs. What can you remember about the two conversations?

REAL WORLD Talking on the phone

7 Write these headings in a–d in the table.

~~other useful phrases~~ calling people back
saying who you are asking to speak to people

a ________________	b ________________
Hello, can I speak to (Emily), please? Hello, is that (Chris Morris)?	This is (Emily Wise) from (3DUK). Speaking. It's (Clare).
c ________________	**d *other useful phrases***
Can I call you back (in an hour)? I'll call you later. Can you call me back?	I got your message. Call me on my mobile. Hold on a moment.

REAL WORLD 8.1 p146

8 CD2 59 PRONUNCIATION Listen and practise the sentences in **7**. Copy the stress and intonation.

Hello, can I speak to Emily, please?

9 **a** Clare is making some phone calls. Fill in the gaps with parts of the phrases from **7**.

CLARE Hello, [1] is that Simon Dale?
SIMON Speaking.
CLARE Hi, Simon. [2]____________ Clare Ross.
SIMON Oh, hello, Clare. Look, I can't talk right now. [3]____________ you back?
CLARE Yes, of course. [4]____________ my mobile.
SIMON Right. I'll [5]____________ later. Bye.

CLARE Hi, Vicky. [6]____________ Clare.
VICKY Hi, Clare. How are you?
CLARE I'm fine, thanks. [7]____________ to Rob, please?
VICKY [8]____________ a moment, I'll get him.
ROB Hello, Clare. I [9]____________ your message. Let's meet at 8.30 outside the cinema.
CLARE OK, see you then. Bye.

b Work in pairs. Compare answers.

10 **a** Work in new pairs. Write a phone conversation.

b Swap conversations with another pair. Correct any mistakes.

c Practise the new conversation with your partner. Then role-play it for the other pair.

8D VOCABULARY AND SKILLS Life outdoors

Vocabulary indoor and outdoor activities; adjectives and adve
Skills reading: an advert, a formal letter

QUICK REVIEW Talking on the phone
Write all the phrases for talking on the phone you can remember. Work in pairs. Take turns to say your phrases. How many are the same?

1 a Tick the words/phrases you know. Then do the exercise in **VOCABULARY 8.4** p145.

swim ski surf windsurf sail sing
cook drive speak another language
ride a horse ride a motorbike
play a musical instrument

b Work in pairs. Find four things that you can do, but your partner can't do. Use the words/phrases in **1a** or your own ideas.

Can you swim?

Yes, I can./No, I can't.

2 Read the job advert. Would you like to do this job? Why?/Why not?

South Wales Adventure Centre

Course Leaders
We are looking for people to work as course leaders at our outdoor centre in Pembrokeshire, Wales. We offer holidays and weekend courses for adults and teenagers (including school groups from Europe).

We are looking for people who:

- like working with people of all ages
- enjoy outdoor activities
- are good at water sports
- can ride and enjoy working with horses
- are good at languages
- have a driving licence

Email welshadventure@iol.co.uk for an application form.
Experience and references required.

3 a Before you read, check these words/phrases with your teacher.

excellent popular fluent
work hard careful

b Read the reference letter. Do you think Ray is a good person for the job?

c Read the reference and advert again. Find five reasons why Ray can do the job.

Devon Outdoor Centre
Woodside | Devon | PL3 1GZ
Tel: 01541 766902 email: d.outdoor@gomail.co.uk

23rd Ma

Dear Sir or Madam

Reference: Mr Ray Downing

I am writing to recommend Ray for the position of course leader with your company. He worked for our outdoor centre for four months last summer. He was a very **popular** course leader and he planned all his group's activities very **carefully**. He always worked very **hard** and made friends **easily** with people of all ages.

Ray loves all outdoor activities, particularly cycling and horse riding. He can sail very **well** and he's a **good** surfer and a **fast** swimmer. He speaks Spanish **fluently** and is an **excellent** driver. Ray also wrote a **wonderful** blog for the teenagers' course and all the children's parents really enjoyed reading it.

If you would like any further information, please contact me by phone or email.

Yours faithfully

Stella James

Stella James
Centre Manager

HELP WITH VOCABULARY Adjectives and adverbs

4 a Look at this sentence. Then complete the rules with *adverbs* or *adjectives*.

adverb adjective
*He speaks Spanish **fluently** and is an **excellent** driver.*

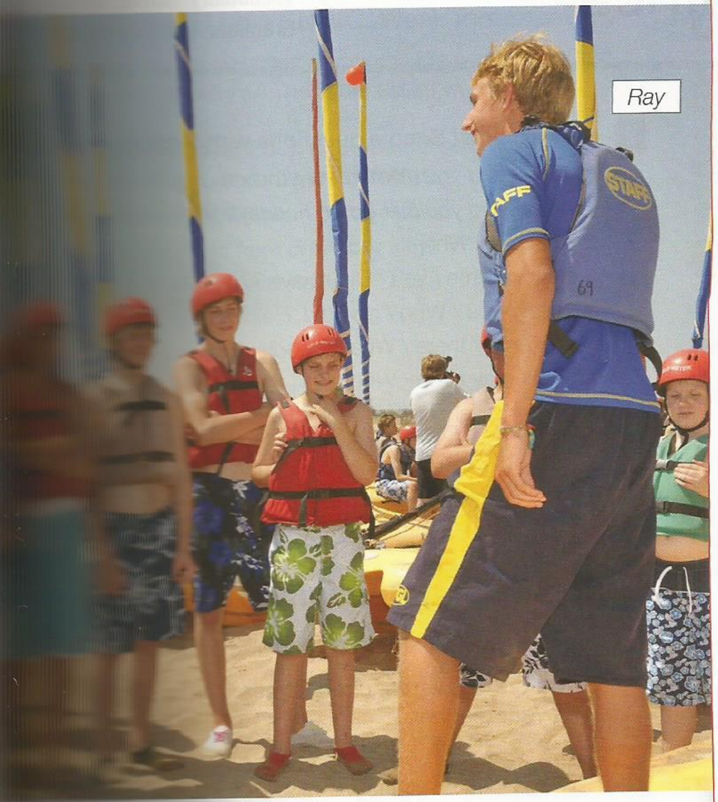
- We use ____________ to describe nouns. They usually come **before** the noun.
- We use ____________ like *well, carefully,* etc. to describe verbs. They usually come **after** the verb.

b Look at the words in bold in the letter. Which are adverbs a which are adjectives? Which verbs or nouns do they describe?

c Write the adverbs for these adjectives. What are the spelling rules? Which adverb is irregular?

1 fluent 2 easy 3 careful 4 good

d Check in **VOCABULARY 8.5** p145. Learn the irregular adverbs.



Write the adverbs.

1 safe *safely* 4 slow 7 quiet
2 happy 5 beautiful 8 bad
3 fast 6 hard 9 noisy

a Choose the correct words.

1 I'm a *good/well* tennis player.
2 I usually sleep quite *bad/badly*.
3 I work very *hard/hardly*.
4 I'm a *bad/badly* driver.
5 I speak more than one language *fluent/fluently*.
6 I'm a very *well/good* cook.
7 I can sing *beautiful/beautifully*.

b Tick the true sentences. Change the other sentences to make them true for you.

I'm not a very good tennis player.
I usually sleep very well.

c Work in pairs and compare sentences. How many are the same?

a Choose three adjectives or adverbs from **4c** or **5**. Write a sentence about you for each word. Give the sentences to your teacher.

b Listen to your teacher read sentences about different students. Can you guess who he/she is talking about?

HELP WITH PRONUNCIATION

/ɪ/ and /iː/

1 **CD2 60** Listen to these sounds and words. Listen again and practise.

1 /ɪ/ live fish biscuits
2 /iː/ leave week people

2 **a** Work in pairs. Match the vowels in bold in these words with sounds 1 or 2 in **1**.

milk *1* teeth his he's ill ski
beach meeting excited thirteen
window interesting machine chicken

b **CD2 61** Listen and check. Listen again and practise.

3 **a** Work in new pairs. Look at the vowels in bold. Which vowel sound is different?

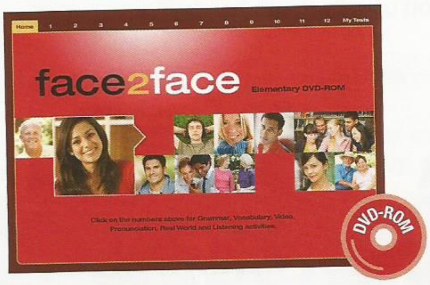
1 beach machine [✓ window]
2 engineer assistant teacher
3 market building three
4 cheese sausage meat
5 busy message email
6 terrible crowded clean
7 English Chinese Brazilian

b **CD2 62** Listen and check. Listen again and practise.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 8 and Progress Portfolio 8** p122
- **Language Summary 8** p145
- **8A–D** Workbook p40
- **Self-study DVD-ROM 8** with Review Video



Reading and Writing

- **Portfolio 8** Finding a job Workbook p78
  Reading job adverts
  Writing a formal letter

9A Holiday South Africa

Vocabulary holiday acti
Grammar infinitive of p

QUICK REVIEW Adjectives and adverbs Write six adjectives. Work in pairs. Take turns to say your adjectives. Your partner says the adverb and a sentence with that adverb: A *fluent* B *fluently*. *My sister can speak Russian fluently.*

Vocabulary and Speaking Holiday activities

1 **a** Work in pairs. Fill in the gaps with these verbs. Then check new words/phrases in **VOCABULARY 9.1** p147.

~~have~~ go on stay go to rent go travel

1 ___*have*___ a picnic
a good/great/fantastic time

2 ________ in a hotel
with friends or family

3 ________ a car
a bike
a boat

4 ________ sightseeing
diving
skiing
camping

5 ________ museums
the beach

6 ________ holiday
a boat trip
a guided tour

7 ________ by public transport
around

b Work in pairs. Which of the things in **1a** do you usually do on holiday?

2 **a** Make Past Simple questions with these words.

1 did / last / you / When / on / holiday / go ?
When did you last go on holiday?
2 did / go / Where / you ?
3 a good time / you / Did / have ?
4 with / you / Who / go / did ?
5 do / did / there / What / you ?
6 did / stay / you / Where ?
7 you / travel / did / around / How ?
8 you / What else / do / did ?

b Work in pairs. Ask and answer the questions. Give more information if possible.

Listening and Speaking

3 **a** What do you know about Cape Town?

b Before you listen, check these words/phrases with your teacher.

a tourist a cable car a wildlife park
an elephant a prison a cell a whale

c **CD3** 1 Jessica is asking her friend Andy abou his last holiday. Listen and put photos A–D in orde

d Listen again. Are these sentences true (T) or false (F)?

1 Andy went to Cape Town for three weeks.
2 He went there with a friend from university.
3 They walked up Table Mountain.
4 They stayed in a hotel in Cape Town.
5 They rented a car for the first week.
6 They went on a boat trip on the last day of their holi

A

B

HELP WITH LISTENING Weak forms: review

- Remember: we often say words like *was*, *you*, *of*, etc. with a schwa /ə/. These are called weak forms.

a Work in pairs. Look at these sentences. Underline the words you hear as weak forms.

1 I went to Cape Town for two weeks.
2 Nigel, a friend from university.
3 And where did you stay?
4 I took lots of photos.
5 Yes, it was amazing.

b CD3 2 Listen and check.

c Look at Audio Script CD3 1 p162. Listen again and notice the weak forms of the words in pink.

HELP WITH GRAMMAR Infinitive of purpose

a Look at sentences 1 and 2. Do they have the same meaning?

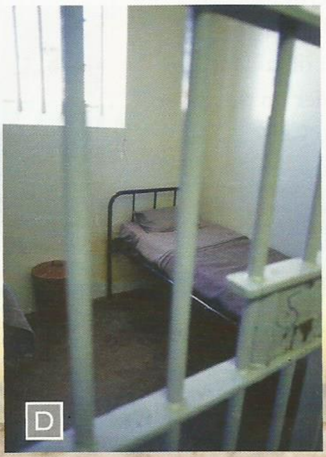
1 We drove to a wildlife park to see some elephants.
2 We drove to a wildlife park because we wanted to see some elephants.

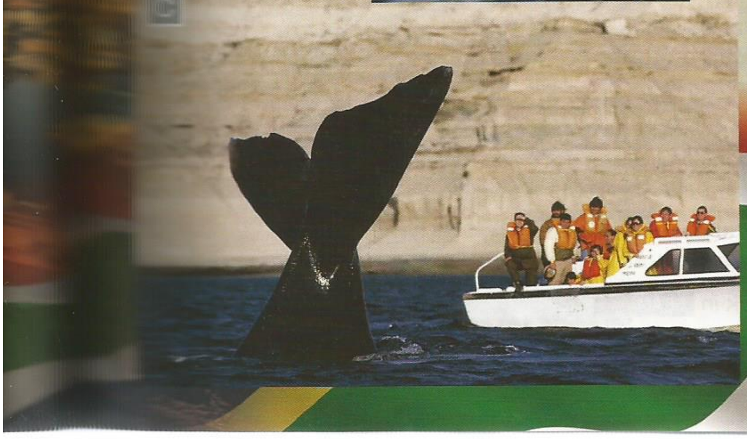
b Choose the correct words in the rule.

- To say why we do something, we often use the *infinitive/infinitive with to*.

TIP • We often answer *Why … ?* questions with the infinitive with *to*: A ***Why*** *did you go there?* B ***To see*** *some elephants.*

GRAMMAR 9.1 p148





6 CD3 3 PRONUNCIATION Listen and practise.

to see some elephants →
We drove to a wildlife park to see some elephants.

7 **a** Make sentences about why tourists go to these places. Use these verbs.

~~see~~	stay	take	learn	see	go (x2)

Tourists go to:

1 Nevada / the Grand Canyon
Tourists go to Nevada to see the Grand Canyon.
2 Hawaii / diving
3 Dubai / in amazing hotels
4 Agra / the Taj Mahal
5 Switzerland / skiing
6 Kenya / photos of animals
7 London / English

b Work in pairs. Ask your partner why tourists go to the places in **7a**.

Why do tourists go to Nevada?

To see the Grand Canyon.

8 **a** Complete these sentences. Use the infinitive with *to* and your own ideas. Write true sentences if possible.

1 I need some money …
2 I often go online …
3 I'm studying English …
4 Last weekend I went into town …
5 Last night I phoned my friend …
6 Yesterday I went to the supermarket …

b Work in pairs. Take turns to say your sentences. Ask follow-up questions if possible.

Get ready … Get it right!

9 Write four places you went to in the last four weeks (cities, countries, places, shops, etc.). Think why you went there.

Rome France my parents' house the post office

10 **a** Work in pairs. Ask why your partner went to the places on his/her list. Ask follow-up questions.

Why did you go to Rome?

To visit my sister.

When did you go there?

A week ago.

b Tell the class about one place your partner went to.

A week ago Reza went to Rome to visit his sister.

9B A trip to Egypt

Vocabulary natural places
Grammar comparatives

QUICK REVIEW Adjectives Work in pairs. Write six adjectives that can describe places (*crowded*, *safe*, etc.). Take turns to say sentences about places you know. Use the adjectives on your list: *The town centre is very crowded on Saturdays.*

Vocabulary and Speaking

Natural places

1 **a** Tick the words you know. Then do the exercise in **VOCABULARY 9.2** p147.

the countryside   a mountain   a hill
a forest   a wood   a river   an island
a lake   the sea   the desert

b Think of three famous natural places in your country. Use vocabulary from **1a** and your own ideas.

c Work in groups. Tell other students about the natural places you chose.

> There's a beautiful lake in Hungary called Lake Balaton.

Reading

2 **a** Before you read, check these words/phrases with your teacher.

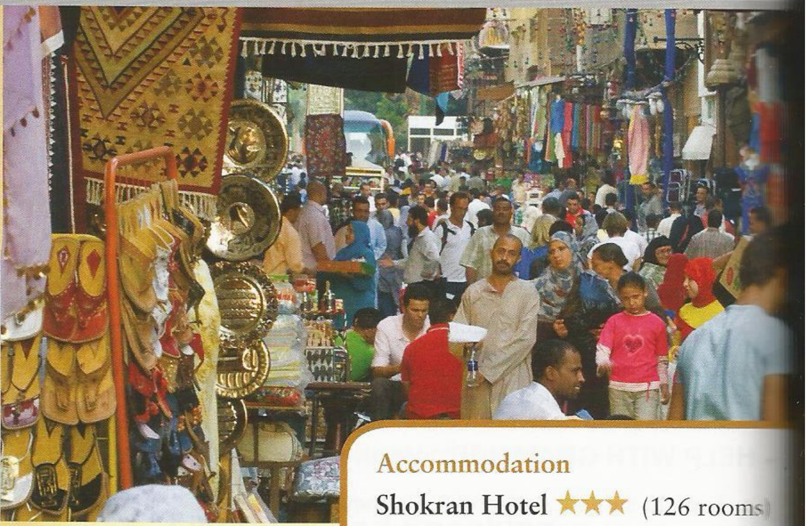
the Pyramids   a mosque
go snorkelling   a coral reef   a camel

b Read a holiday brochure about two holiday places in Egypt. Choose one place for a holiday. Tell another student why you chose it.

c Read about the places again. Find three things you can do in each place.

3 Read these sentences. Which sentence is false?

a The Sels Hotel is **smaller** than the Shokran Hotel.
b Cairo is **hotter** than Sharm El Sheikh.
c Cairo is probably **noisier**.
d Cairo is **more crowded** than Sharm El Sheikh.
e *The holiday in Cairo is* **more expensive**.



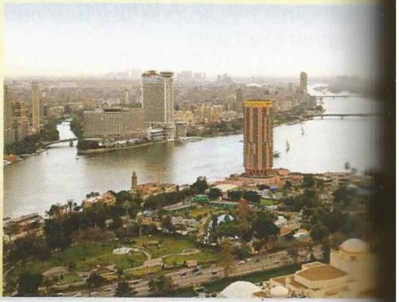
Accommodation

Shokran Hotel ★★★ (126 rooms)
Cost per week (including flight): €1,49
Average temperature (April–May): 30°

Cairo

Egypt's busy capital city is a wonderful place to visit. Most people come to Cairo to see the Pyramids at Giza and the famous Egyptian Museum. You can also go on a guided tour of Old Cairo to see the beautiful mosques and old buildings, or go shopping in the famous Khan al-Khalili market.

In the evening you can enjoy traditional Egyptian food in restaurants all over the city, or you can go on a boat trip and have dinner on the River Nile. Come to Cairo – and have the holiday of a lifetime!



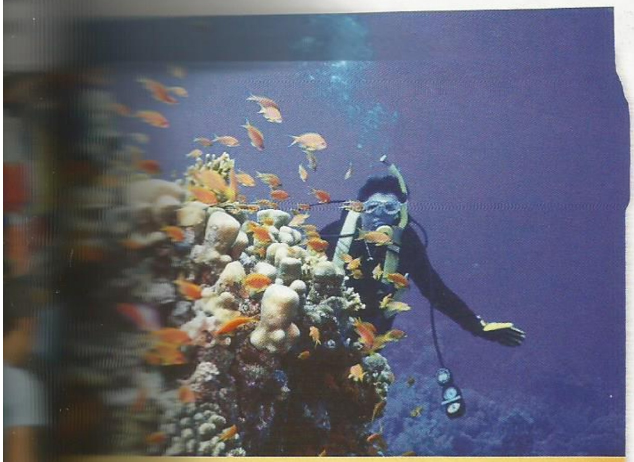
HELP WITH GRAMMAR Comparatives

4 **a** Look at the comparatives in bold in **3**. Then complete the rules.

- Most 1-syllable adjectives (*small*, *old*) → add *-er* .
- 1-syllable adjectives ending in consonant + vowel + consonant (*hot*, *big*, etc.) → double the last consonant and add ______ .
- 2-syllable adjectives ending in *-y* (*noisy*, *happy*, etc.) → change the *-y* to ______ and add ______ .
- Other 2- and 3-syllable adjectives (*crowded*, *expensive*, etc.) → put ______ before the adjective.
- The comparatives for *good* and *bad* are irregular: *good* → *better*, *bad* → *worse*.

b Look at sentences a, b and d in **3**. Which word do we often use after the comparative?

c Check in **GRAMMAR 9.2** p148.



Sharm El Sheikh

People come to Sharm El Sheikh from all over the world to go diving and snorkelling in the Red Sea – the beautiful coral reefs and colourful fish are amazing! You can also rent a motorbike and go into the desert to see the red mountains, or maybe go on a camel ride around. And at the end of the day you can enjoy fresh seafood in one of Sharm El Sheikh's excellent restaurants and then go clubbing with your friends. Whatever you want from your holiday, it's here in Sharm El Sheikh!

Accommodation

[illegible] Hotel ★★★★ (39 rooms)

Cost per week (including flight): €1,670

Average temperature (April–May): 26°C

5 Write the comparatives.

1 safe *safer*
2 clean
3 boring
4 big
5 dirty
6 good
7 dangerous
8 fast
9 bad
10 easy
11 difficult
12 lucky

Listening and Speaking

6 **a** CD3 4 Listen to Patrick and Juliet planning a holiday in Egypt. Where does each person want to go? Find one reason why they want to go there.

b Fill in the gaps with the comparative form of the adjectives in brackets. Use *than* if necessary.

1 Sharm's *more beautiful than* Cairo. (beautiful)
2 Cairo's ________________ . (interesting)
3 Sharm looks ________________ Cairo. (nice)
4 Cairo's ________________ Sharm. (busy)
5 The hotel in Cairo is ________________ . (cheap)
6 Cairo's ________________ Sharm. (good)
7 Sharm's probably ________________ . (safe)
8 Sharm's ________________ with young people. (popular)

c Work in pairs. Compare sentences. Who says each sentence in **6b** – Patrick or Juliet?

d Listen again and check.

7 CD3 5 **PRONUNCIATION** Listen and practise the sentences in **6b**. Copy the stress and weak form of *than*.

Sharm's more beautiful than /ðən/ Cairo.

8 CD3 6 Where do you think Patrick and Juliet went on holiday? Listen and check.

Get ready ... Get it right!

9 Write five sentences comparing two friends or two people in your family. Use these words/phrases or your own ideas.

young old beautiful tall short friendly
happy busy rich famous popular
a good/boring/interesting job a big/small/nice house
a difficult/easy/busy/interesting life

Carlos is younger than Diego.

Diego's got a more interesting job.

10 **a** Work in pairs. Tell your partner about the people you chose in **9**. Give more information if possible.

Carlos is younger than Diego.
Carlos is 27 and Diego is 30.

b Tell the class two things about the people your partner chose.

▶ REAL 9C WORLD

A day out

Real World deciding what
Vocabulary animals

QUICK REVIEW Natural places Write all the words for natural places that you know (*a mountain*, etc.). Work in pairs. Compare lists. Then tell your partner about the last time you went to two of the places on your list.

Two places to go

1 **a** Work in pairs. Which of these animals do you know? Then do the exercise in **VOCABULARY 9.3** ▸ **p147**.

a lion a chicken a tiger a cow
a monkey a sheep a wolf a rabbit
a mouse a snake a bird a gorilla

b Put the animals from **1a** into these groups. Some animals can go in more than one group.

1 wild animals
2 farm animals
3 pets

c Work in pairs. Compare groups. Are they the same?

d Work in the same pairs. Which other animals do you know? Add them to your groups.

2 **a** Read about two places in the UK where people go for a day out. Which place is more interesting, do you think? Why?

b Read the articles again. Answer the questions.

LONGLEAT

1 How do you travel around the Safari Park?
2 Which animals can you see there?
3 Can you visit Longleat House?
4 Where does the gorilla live?

REGENT'S PARK

5 When did London Zoo first open?
6 Is the theatre open in October?
7 How many places to eat are there in the park?
8 Where can you hire boats from?

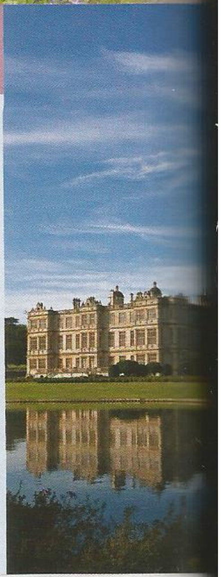
c Work in pairs. Compare answers.

LONGLEAT

Longleat is a fantastic day out for all the family. You can drive around the Safari Park and see hundreds of animals in the wild. There are monkeys, wolves, lions and tigers in the park, so don't forget to close your car windows!

You can also go on a guided tour of Longleat House, built in the 16th century, or just have lunch in the beautiful gardens. And then in the afternoon you can go on an exciting safari boat trip – look out for the gorilla that lives on an island in the middle of the lake!

Longleat is open every day from February to November. You can buy tickets online at www.longleat.co.uk.



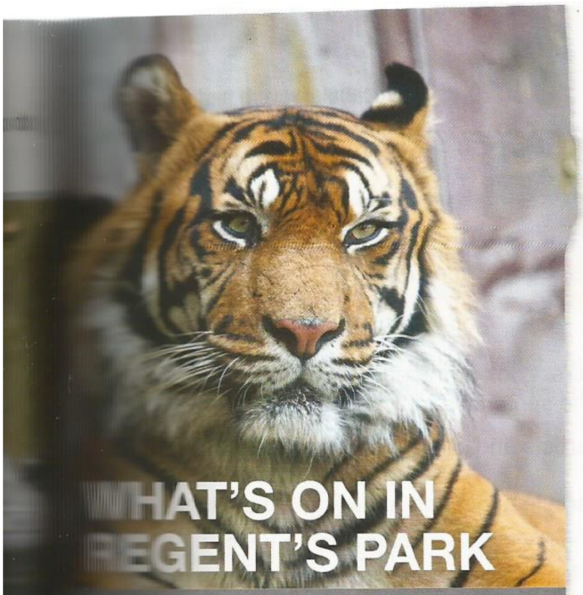
What would you like to do?

3 **a** **VIDEO** ▸ 9 **CD3** ▸ 7 Watch or listen to the Wilson family planning a day out. Put the places they talk about in order. Where do they decide to go?

a Longleat
b Regent's Park
c a theatre
d the beach 1
e London Zoo
f school

b Listen again. Are these sentences true (T) or false (F)?

1 The Wilson family went to the beach last weekend.
2 Josh's parents want to go to Regent's Park.
3 Josh's sister works at a restaurant every weekend.
4 Josh doesn't want to go to Longleat.
5 His friends went to Longleat two weeks ago.
6 He went to London Zoo last year.
7 He can't take a friend with him on Saturday.



WHAT'S ON IN REGENT'S PARK

LONDON ZOO

The world-famous zoo first opened in 1828 and is now home to 12,000 animals. You can see tigers, camels, snakes, colourful birds and lots more – and don't forget to visit the exciting rainforest area. For more information, go to www.zsl.org.

THE OPEN AIR THEATRE

The theatre is open from May to September. One of the plays this season is Shakespeare's *A Midsummer Night's Dream*. You can book tickets at www.openairtheatre.org.

EVENTS IN THE PARK

There are sometimes free concerts in the summer and guided bird walks at the weekend. See www.royalparks.gov.uk for more details of what's on this week.

FOOD AND DRINK

There are six excellent cafés and restaurants in Regent's Park. The Boathouse Café is a popular place for lunch, and the Garden Café is a great place for a meal before going to the open air theatre.

BOAT HIRE

You can hire boats on the lake from March to October from the Boathouse Café.

REAL WORLD Deciding what to do

4 **a** Look at these questions and answers. We use them when we're *deciding what to do.*

asking people what they want to do	saying what you want to do
What **would you like** to do?	**I'd like** (to go to the beach).
Where **do you want** to go?	**I want** (to go to Longleat).
Would you like (to go to London)?	Yes, that's a good idea.
Do you want (to go to Regent's Park)?	Not really. **I'd rather** (stay at home).

TIPS • *Would like* is more polite than *want*.
• We use *I'd rather* to say *I want to do this more than something else*.

b Complete the rules with *would/'d like*, *want* and *would/'d rather*.

- After ____________ we use the infinitive (*go*, *do*, etc.).
- After ____________ and ____________ we use the infinitive with *to* (*to go*, *to do*, etc.).

REAL WORLD 9.1 p148

5 CD3 8 **PRONUNCIATION** Listen and practise the sentences in **4a**. Copy the stress.

What would you /wʊdʒə/ like to do?

I'd /aɪd/ like to go to the beach.

6 **a** Work in pairs, A and B. Take turns to ask your partner what he/she would like to do.

Would you like to go to the cinema?

I'd rather watch a DVD.

1 A go to the cinema? B watch a DVD
2 B go for a walk? A ✓
3 A play tennis? B go swimming
4 B watch TV? A go out
5 A go shopping? B ✓
6 B go out for a meal? A go out for a drink

b Take turns to make and respond to three more suggestions.

7 **a** Choose a place near where you are now for a day out. Think of three reasons why you want to go there.

b Work in groups of three. Decide what to do for your day out. Talk about these things.

which place
when to go
what you can do there
where and when to meet
how to get there

Where would you like to go?

I'd like to go to …

I'd rather go to …

c Tell the class about your group's day out.

9D VOCABULARY AND SKILLS

Time for a change

Vocabulary verb patterns (like *doing, would like to do,* etc.)
Skills reading: a magazine artic

QUICK REVIEW Comparatives Write eight adjectives. Work in pairs. Take turns to say your adjectives. Your partner says a sentence using the comparative form: **A** *Tall.* **B** *My sister is taller than me.*

1 Work in groups. Discuss these questions.

1 Do you live in a city or in the country?
2 Do you like where you live? Why?/Why not?
3 Would you like to move house? If yes, where to? Why?

2 Work in the same groups. Which of these sentences do you agree with? Give reasons if possible.

1 People have an easier life in the country.
2 It's more difficult to find jobs in the country.
3 It's cheaper to live in the country than the city.
4 Public transport is better in the city.
5 Life in the city is more interesting.
6 The city is more dangerous for young people.

3 **a** Work in pairs. Look at the photos of the people. Who agrees with the sentences in **2**, do you think – Neil or Bar

b Read the article and check your answers.

4 **a** Read the article again and answer the questions.

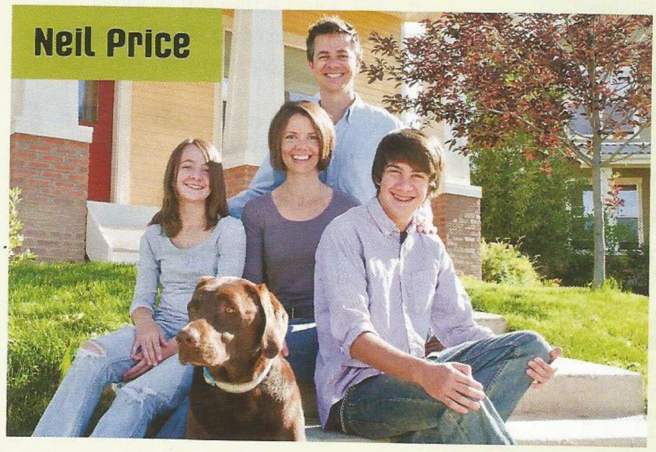
1 When did the Price family decide to move house?
2 Why does Neil want to move to the country?
3 How often does Neil see his children?
4 Do all the Price family want to move to the country?
5 Was it easy for Barry to find a job in the city?
6 Has he got a car?
7 Does he sleep well, do you think?
8 Where does he want to live in the future?

b Work in pairs. Compare answers.

The Grass Is Always Greener

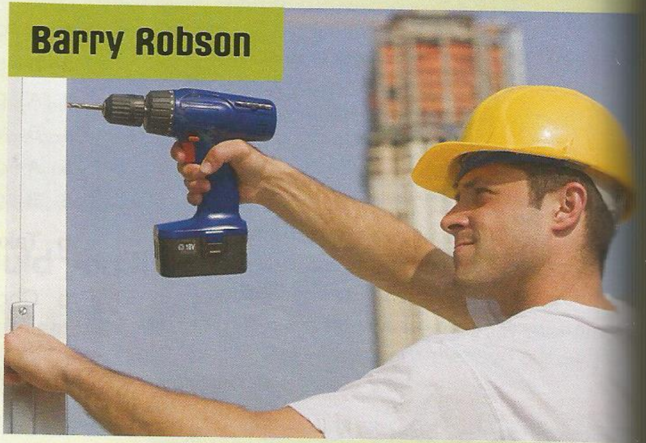
They say that the grass is always greener on the other side of the fence. But can moving house really solve your problems? We asked two people from different parts of the UK why they decided to change the way they live.

Neil Price



A month ago I got a job as a National Park manager, so we decided to sell our house in the city and move to the country. We want to have an easier life and I'd like to spend more time with my family. I really enjoy spending time with my two children, but I only see them on Sundays at the moment. I work six days a week because you need to have a lot of money to live in the city. Everything's more expensive here, especially if you have children. But the kids aren't very happy about moving. They love living in the city, but *my wife and I think the country is safer for them. Of course, teenagers like going out on their own, but it can be quite dangerous around here, especially at night.*

Barry Robson



I moved to the city two years ago because I needed to get a jo I stopped looking for work in the country because there weren't any jobs, but when I moved here I found one in the first week. I enjoy living in the city because there are more things to do in your free time – life in the country can be quite boring. Also public transport is a lot better in the city, so I don't need to have a car. But houses are more expensive, so generally the cost of living is about the same. Sometimes I hate living in the city – *dirty, crowded and noisy at night – and I'd like to go back to the country one day. When I'm old, I'd love to have a little place in the mountains where it's really quiet.*

HELP WITH VOCABULARY Verb patterns (*like doing*, *would like to do*, etc.)

5 **a** Look at these sentences. What verb form comes after *like*? What verb form comes after *'d like*?

*Teenagers like **going** out on their own.*

*I'd like **to go** back to the country one day.*

b *Find these verbs in the article. What verb form* comes after them? Write the verbs in the table.

decide want enjoy need love
stop hate would/'d love

+ verb+*ing*	+ infinitive with *to*
like	would/'d like

c Check in **VOCABULARY 9.4** p148.

6 **a** Fill in the gaps with the correct form of the verb in brackets.

1 I like *reading* fashion magazines. (read)
2 My sister hates ____________ early. (get up)
3 I want ____________ some new clothes. (buy)
4 My son loves ____________ video games. (play)
5 I need ____________ a new job. (find)
6 I'd like ____________ this evening. (go out)
7 Last night Tim decided ____________ his job. (leave)
8 I'd love ____________ to Australia. (go)
9 My parents enjoy ____________ new places. (visit)
10 I stopped ____________ three years ago. (smoke)

b Work in pairs. Compare answers.

7 **a** Fill in the gaps with the correct form of these verbs.

live watch be go to travel buy

1 I'd like *to live* in the USA.
2 I like ____________ by train.
3 I like ____________ the cinema.
4 I'd like ____________ a new computer.
5 I like ____________ football on TV.
6 I'd like ____________ famous!

b Make questions with *you* from the sentences in **7a**. Then write two more questions, one with *like* and one with *would like*.

Would you like to live in the USA?

c Work in pairs. Ask and answer the questions. Give reasons if possible.

HELP WITH PRONUNCIATION Silent letters

1 **a** CD3 9 In some words we don't pronounce every letter. Listen to these words. Notice the silent letters in brackets ( ).

lis(t)en cam(e)ra dau(gh)ter su(i)tcase
int(e)resting si(gh)tseeing (k)now
gran(d)father choc(o)late fru(i)t

b *Listen again and practise.*

2 **a** Put brackets ( ) round the silent letters in these words.

1 (w)rite
2 island
3 friend
4 vegetables
5 building
6 two
7 sandwich
8 hour
9 bread
10 different
11 white
12 half

b Work in pairs. Compare answers.

c CD3 10 Listen and practise the words.

3 **a** CD3 11 Listen and write the words. Be careful of the silent letters!

1 *wrote*

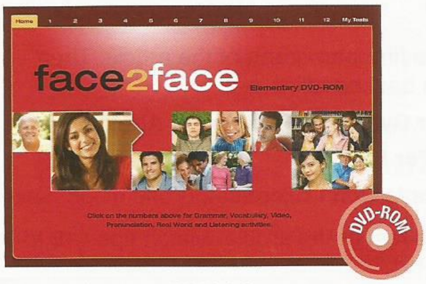
b Work in pairs. Compare your spelling. Put brackets ( ) round the silent letter in each word.

c Check your spelling in Audio Script CD3 11 p163.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 9 and Progress Portfolio 9** p123
- **Language Summary 9** p147
- **9A–D** Workbook p45
- **Self-study DVD-ROM 9** with Review Video



Reading and Writing

- **Portfolio 9** Places to go Workbook p80
  Reading tourist information
  Writing describing places: paragraphs (3); phrases with and without *the*

10A Stay fit and healthy

Vocabulary verb phrases; frequency expressions
Grammar imperatives; *should/shoul*

QUICK REVIEW: Verb patterns Work in pairs. Take turns to say something that you: love doing, would like to do tomorrow, enjoy doing at the weekend, need to do soon, hate doing, would love to do in the future. Continue the conversations if possible.

Vocabulary and Speaking Verb phrases

1 **a** Work in pairs. Match the verbs in A to the words/phrases in B. Check new words/phrases in **VOCABULARY 10.1** p149.

A	B
get spend carry wash	the windows/the car fit/stressed time/money the shopping/the bags
take have do get on/off	a bath/a shower a bus/a train the lift/the escalator the housework/some exercise

b Work in pairs. Take turns to test your partner.

fit

get fit

2 **a** Write the name of one person you know who:

- walks to work
- does a lot of sport
- watches TV a lot
- gets stressed easily

b Work in pairs. Tell your partner about the people in **2a**. Ask follow-up questions.

Reading and Speaking

3 **a** Before you read, check these words with your teacher.

a member   a survey   a calorie   a mile   healthy

b Read the first paragraph of the article. Then choose the best headline.

- **Cheaper Gym Membership For All**
- **Get Fit For Free**
- **City People Don't Exercise**

c Read the rest of the article. Match tips 1–8 to pictures a–h.

d *Work in groups. Discuss these questions.*

1 *Which do you think is the best tip? Why?*
2 Do you do any of these things now? If so, which ones?
3 Which would you like to do in the future?

Everyone wants to look good and get fit, so many of us go to a gym. In the UK there are over 6,000 gyms and 7 million gym members. That's a lot of exercise – or is it? A typical gym member spends £372 a year, but people spend £200 million every year on gym membership they don't use. So here are our top tips for getting fit without spending any money.

1 Walk up and down stairs. Don't take lifts. If there aren't any stairs and there's an escalator, walk up or down the escalator. Walking up an escalator uses ten calories, walking down uses four.

2 Get off the bus one stop earlier. You use about 80 calories for every mile you walk.

3 Walk around when you are talking on the phone. You use six calories **every minute**.

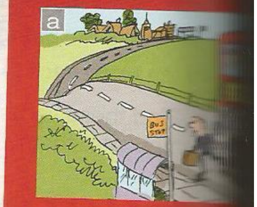
4 Wash the car. Don't use a car wash. Washing the car for 30 minutes uses 100 calories.

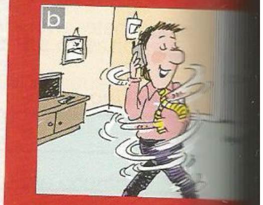
5 Do the housework faster than normal. You use four extra calories every minute.

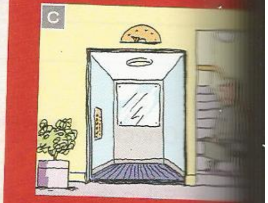
6 Don't drive to the supermarket once a week. Walk to the shops three times a week and carry your shopping home. This can use 100 calories every mile.

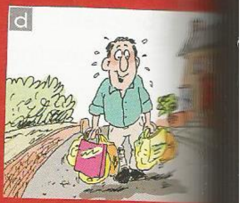
7 Don't have a bath, have a shower instead. It saves water and you use one more calorie every three minutes.

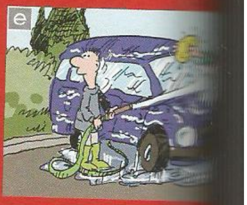
8 Go for a run **twice a week**. *You can use 150–200 calories a mile – and it's a lot cheaper than a gym!*

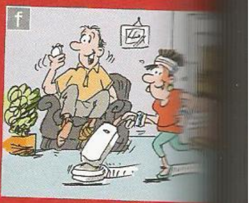


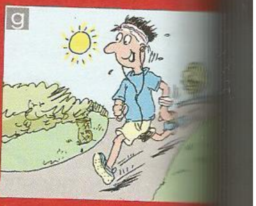


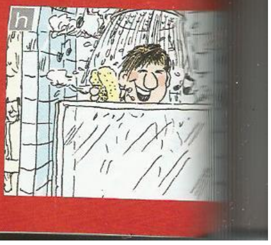












HELP WITH GRAMMAR Imperatives

We often use imperatives to give strong advice. Look at these sentences and answer the questions.

Walk up and down stairs. ***Don't take*** *lifts.*

1 Is the positive imperative the same as the infinitive?
2 How do we make the negative imperative?

GRAMMAR 10.1 ▸ p150

a Write five more tips on how to stay fit and healthy.

Don't watch TV every night. Eat a lot of fruit.

b Work in groups. Compare sentences and choose your top five tips. Then tell the class what they are.

HELP WITH VOCABULARY
Frequency expressions

Look at the frequency expressions in bold in the article. Then fill in the gaps.

once	a day		______
______	a ______		day
three times	a month	every	week
four times	a year		month
			year

TIP • We use *How often … ?* to ask about frequency:
A ***How often*** *do you go to the gym?* **B** *Twice a week.*

VOCABULARY 10.2 ▸ p149

a Underline all the frequency expressions in the article. Then compare answers in pairs.

b Work in the same pairs. Ask your partner how often he/she does these things.

1 go for a walk?
2 go swimming?
3 have a holiday?
4 get very stressed?
5 eat vegetables?
6 eat fish?

How often do you go for a walk?

Oh, about once a week.

Listening

a CD3 ▸ 12 Look at the photo. Mrs Lee is at the doctor's. Listen to their conversation. Is she fit and healthy? Why?/Why not?

b Listen again and answer the questions.

1 How much does Mrs Lee weigh? *Seventy kilos.*
2 How often does she walk to school with the children?
3 When did she start going to the gym?
4 How often does she go to the gym?
5 What does she usually eat?
6 What advice did the doctor give her?

300
250
200
100

HELP WITH GRAMMAR *should/shouldn't*

9 We use *should* and *shouldn't* to give advice. Look at these sentences and choose the correct words in the rules.

You ***should*** *do some exercise three times a week.*
You ***shouldn't*** *eat so many pizzas and biscuits.*

- We use *should* to say something is a *good/bad* thing to do.
- We use *shouldn't* to say something is a *good/bad* thing to do.
- After *should* and *shouldn't* we use the *infinitive/infinitive with to*.

GRAMMAR 10.2 ▸ p150

10 **a** The doctor gave Mrs Lee some more advice. Fill in the gaps with *should* or *shouldn't*.

1 You ______ go swimming every week.
2 You ______ eat big meals in the evening.
3 You ______ eat more salads.
4 You ______ drive to work every day.
5 You ______ walk to work twice a week.
6 You ______ sit and watch TV every evening.

b CD3 ▸ 13 **PRONUNCIATION** Listen and check. Then listen again and practise. Copy the stress.

You should go swimming every week.

Get ready … Get it right!

11 Work in groups of three. Student A p108. Student B p113. Student C p114.

10B What's she like?

Vocabulary appearance; chara
Grammar questions with *like*

QUICK REVIEW ***should/shouldn't;* clothes** Write all the clothes you know. Work in pairs and compare lists. What clothes do you think people should and shouldn't wear when they go to: a wedding, a job interview, a birthday party?

Vocabulary and Speaking
Appearance

1 **a** Look at photos A–D for one minute. Remember the people and their clothes!

b Work in pairs. Close your book. What are the people wearing?

2 **a** Work in new pairs. Which of these words/phrases do you know? Check new words in **VOCABULARY 10.3** p149.

A
young middle-aged old
tall short
thin slim fat overweight
beautiful good-looking attractive
white black Asian
bald

B
blue/brown/green eyes
long/short hair
dark/fair/blonde/grey hair
a beard a moustache

b Which group of words do we use with *have got*? Which do we use with *be*?

3 **a** Write a description of one person in photos A–D. Don't write his/her name.

b Work in pairs. Read your partner's description. Who is it? Is the description correct?

Listening

4 **a** CD3 14 Leo and Tina want someone to advertise *Break*, a new chocolate bar. Listen and put the people they talk about in order.

b Listen again. How do Leo and Tina describe each person? Make notes.

c Work in pairs. Compare your answers. Who do Leo and Tina choose for the *Break* poster, do you think? Why?

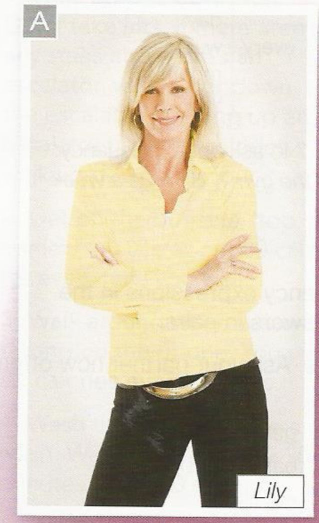
d CD3 15 Listen to the end of the conversation. Who did they choose? Why?

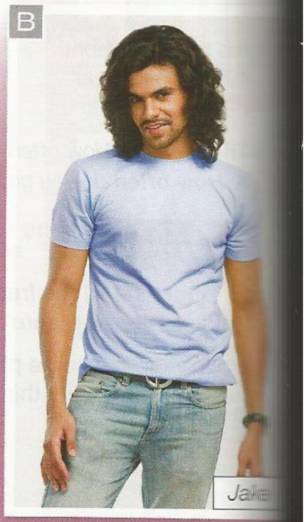
Vocabulary and Speaking
Character

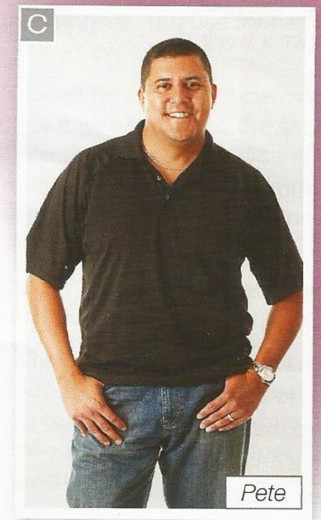
5 **a** Tick the sentences that are true for you.

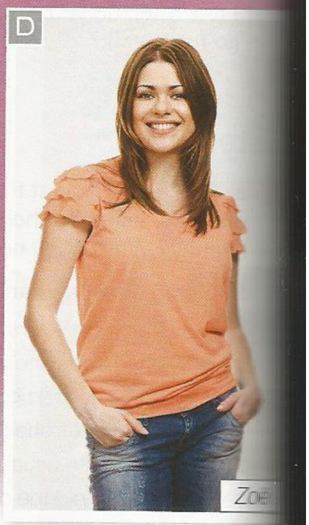
1 I work very hard.
2 I don't like working.
3 I like doing things to help other people.
4 I make people laugh a lot.
5 I usually think about myself, not other people.
6 I'm friendly and I like meeting new people.
7 When I promise to do something, I always do it.
8 It's difficult for me to talk to new people.
9 I like giving people money and presents.

b Work in pairs. Compare your answers. How many are the same?









6 **a** Match these adjectives to the sentences in **5a**. Check in **VOCABULARY 10.4** p149.

hard-working *1* generous kind funny
selfish outgoing lazy reliable shy

b Work in groups. Use the adjectives in **6a** to describe members of your family.

Listening and Speaking

7 **CD3** 16 Listen to Leo and Tina three weeks later. Match 1–3 to a–c. Who is Leo's new girlfriend?

1 What's she like?
2 What does she like doing?
3 What does she look like?

a She's tall and slim, and she's got long dark hair.
b She likes clubbing and going to restaurants.
c She's friendly and outgoing. And she's very beautiful.

HELP WITH GRAMMAR Questions with *like*

8 Complete the rules with questions 1–3 in **7**.

- We use ________________ to ask for a general description. The answer can include character and physical appearance.
- We use ________________ to ask about physical appearance only.
- We use ________________ to ask what people enjoy doing in their free time.

TIP • *How is he/she?* asks about health, not personality: **A** *How's your mum?* **B** *She's fine, thanks.*

GRAMMAR 10.3 p150

HELP WITH LISTENING Sentence stress (3)

9 **a** **CD3** 17 Listen and notice the stressed words.

What's she like?
What does she like doing?
What does she look like?

b Look at Audio Script **CD3** 16 p163. Listen again and follow the stress.

10 **a** Write the questions for these answers.

1 She's tall, attractive and friendly. *What's she like?*
2 She's quite short and has got dark hair.
3 He's selfish and lazy, but really good-looking!
4 She likes swimming and cycling.
5 He's not very tall and he's bald.
6 They're both quite shy.

b **CD3** 18 **PRONUNCIATION** Listen and check. Listen again and practise. Copy the stress.

Get ready ... Get it right!

11 Write the names of three friends on a piece of paper. Think how you can describe their character, appearance and the things they enjoy doing. Don't write this information.

12 **a** Work in pairs and swap papers. Take turns to ask and answer the questions in **7** about your partner's friends.

b Choose one of your partner's friends that you would like to meet. Tell the class why you chose that person.

10B What's she like?

Vocabulary appearance; charac
Grammar questions with *like*

QUICK REVIEW ***should/shouldn't*; clothes** Write all the clothes you know. Work in pairs and compare lists. What clothes do you think people should and shouldn't wear when they go to: a wedding, a job interview, a birthday party?

Vocabulary and Speaking
Appearance

1 **a** Look at photos A–D for one minute. Remember the people and their clothes!

b Work in pairs. Close your book. What are the people wearing?

2 **a** Work in new pairs. Which of these words/phrases do you know? Check new words in **VOCABULARY 10.3** p149.

A
young middle-aged old
tall short
thin slim fat overweight
beautiful good-looking attractive
white black Asian
bald

B
blue/brown/green eyes
long/short hair
dark/fair/blonde/grey hair
a beard a moustache

b Which group of words do we use with *have got*? Which do we use with *be*?

3 **a** Write a description of one person in photos A–D. Don't write his/her name.

b Work in pairs. Read your partner's description. Who is it? Is the description correct?

Listening

4 **a** CD3 14 Leo and Tina want someone to advertise *Break*, a new chocolate bar. Listen and put the people they talk about in order.

b Listen again. How do Leo and Tina describe each person? Make notes.

c Work in pairs. Compare your answers. Who do Leo and Tina choose for the *Break* poster, do you think? Why?

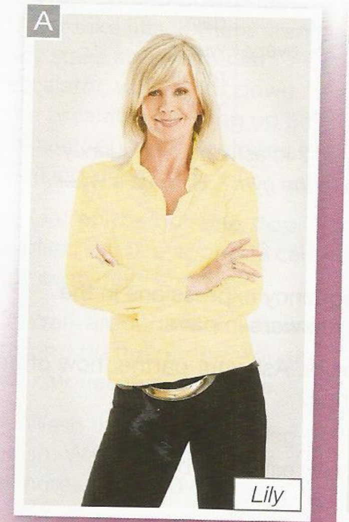
d CD3 15 Listen to the end of the conversation. Who did they choose? Why?

Vocabulary and Speaking
Character

5 **a** Tick the sentences that are true for you.

1 I work very hard.
2 I don't like working.
3 I like doing things to help other people.
4 I make people laugh a lot.
5 I usually think about myself, not other people.
6 I'm friendly and I like meeting new people.
7 When I promise to do something, I always do it.
8 It's difficult for me to talk to new people.
9 I like giving people money and presents.

b Work in pairs. Compare your answers. How many are the same?

A


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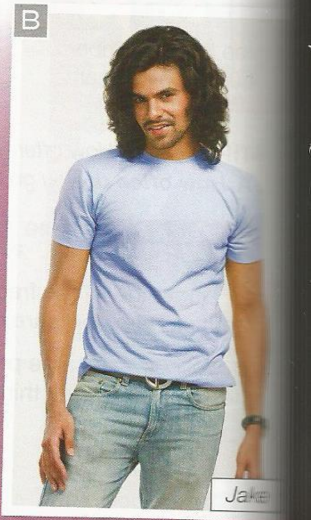

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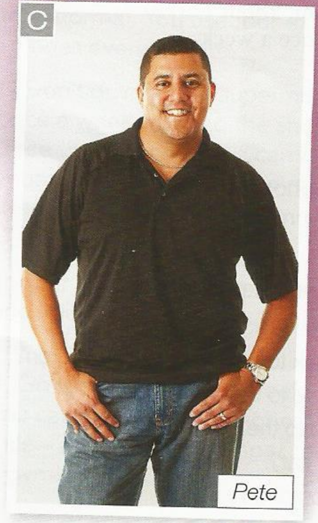

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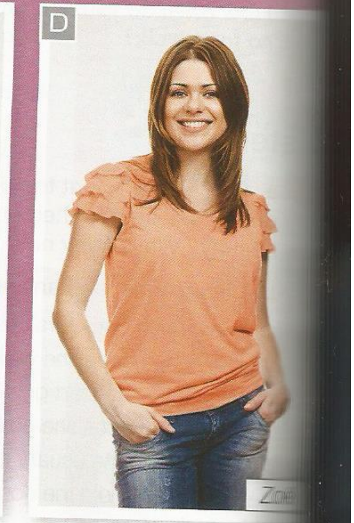

a Match these adjectives to the sentences in **5a**. Check in **VOCABULARY 10.4** p149.

hard-working *1* generous kind funny
selfish outgoing lazy reliable shy

b Work in groups. Use the adjectives in **6a** to describe members of your family.

Listening and Speaking

CD3 16 Listen to Leo and Tina three weeks later. Match 1–3 to a–c. Who is Leo's new girlfriend?

1 What's she like?
2 What does she like doing?
3 What does she look like?

a She's tall and slim, and she's got long dark hair.
b She likes clubbing and going to restaurants.
c She's friendly and outgoing. And she's very beautiful.

HELP WITH GRAMMAR Questions with *like*

Complete the rules with questions 1–3 in **7**.

- We use ____________ to ask for a general description. The answer can include character and physical appearance.
- We use ____________ to ask about physical appearance only.
- We use ____________ to ask what people enjoy doing in their free time.

TIP • *How is he/she?* asks about health, not personality: A *How's your mum?* **B** *She's fine, thanks.*

GRAMMAR 10.3 p150

HELP WITH LISTENING Sentence stress (3)

9 **a** **CD3** 17 Listen and notice the stressed words.

What's she like?
What does she like doing?
What does she look like?

b Look at Audio Script **CD3** 16 p163. Listen again and follow the stress.

10 **a** Write the questions for these answers.

1 She's tall, attractive and friendly. *What's she like?*
2 She's quite short and has got dark hair.
3 He's selfish and lazy, but really good-looking!
4 She likes swimming and cycling.
5 He's not very tall and he's bald.
6 They're both quite shy.

b **CD3** 18 **PRONUNCIATION** Listen and check. Listen again and practise. Copy the stress.

Get ready ... Get it right!

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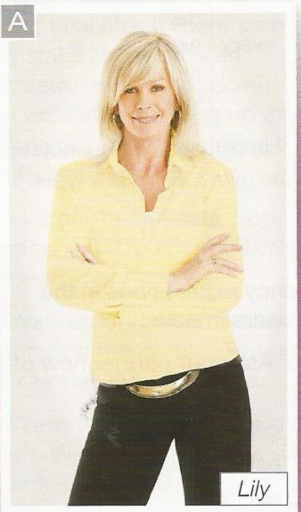
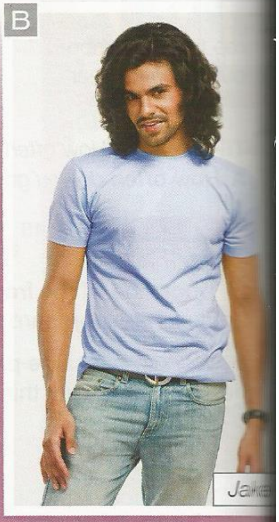

Lily

B

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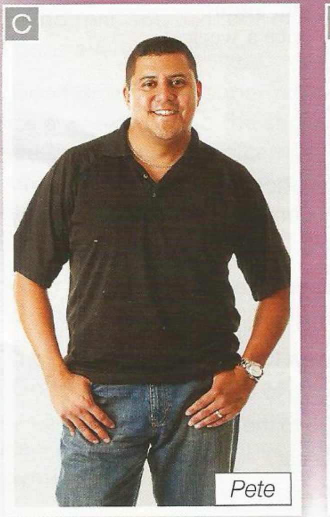
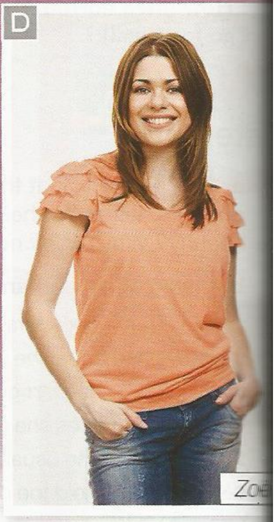

Pete

D

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GRAMMAR 10.3 p150

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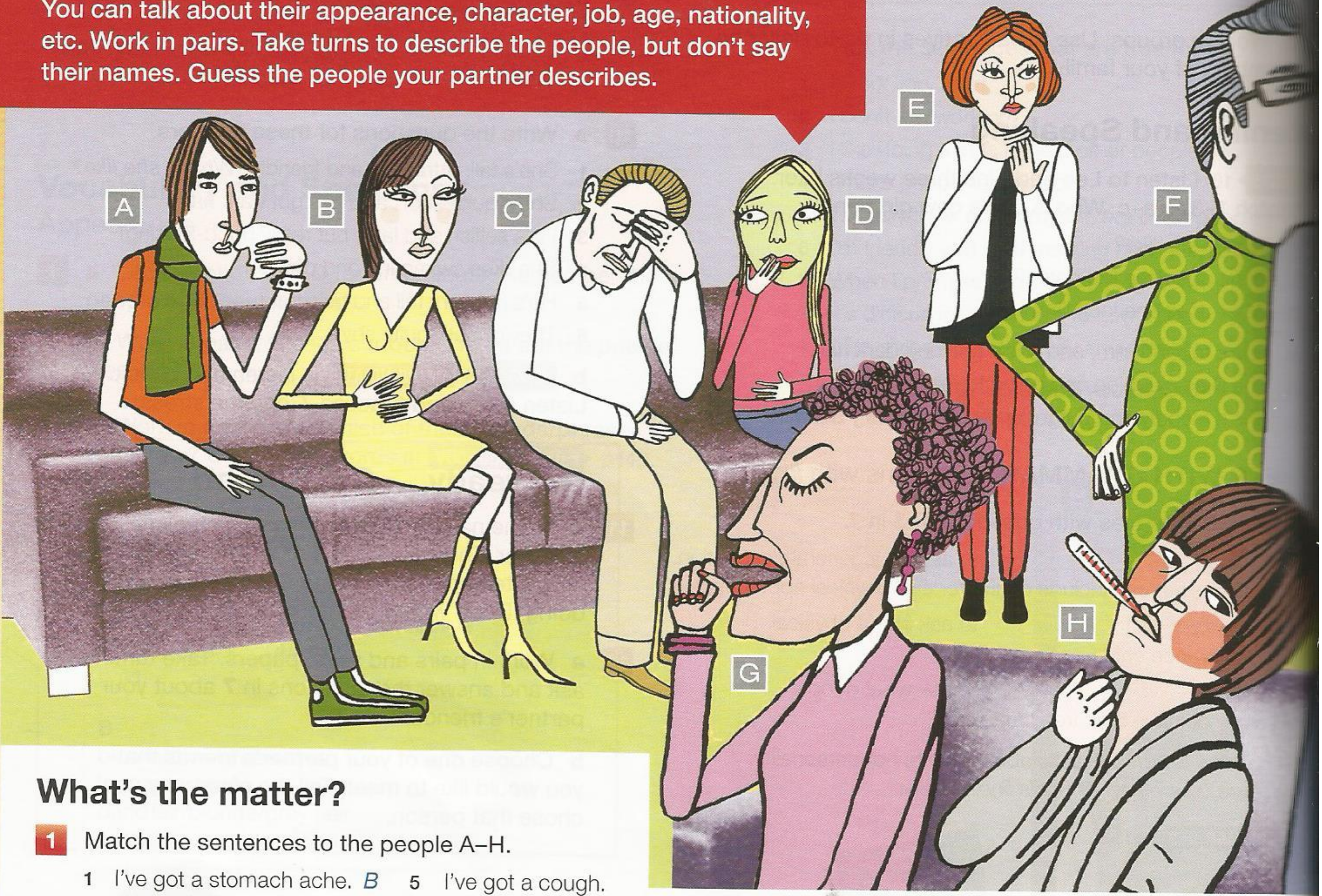
b Choose one of your partner's friends that you would like to meet. Tell the class why you chose that person.

10C REAL WORLD I feel ill

Real World talking
Vocabulary health
treatment

QUICK REVIEW Describing people's appearance and character
Think of two famous people. Make notes on how to describe them. You can talk about their appearance, character, job, age, nationality, etc. Work in pairs. Take turns to describe the people, but don't say their names. Guess the people your partner describes.



What's the matter?

1 Match the sentences to the people A–H.

1 I've got a stomach ache. *B*
2 I feel sick.
3 I've got a headache.
4 I've got a cold.
5 I've got a cough.
6 My back hurts.
7 I've got a temperature.
8 I've got a sore throat.

2 **a** Work in pairs. Write these words in the table. Check in **VOCABULARY 10.5** p149.

~~a stomach ache~~ ~~ill~~ ~~back~~ terrible a headache
arm toothache sick a sore throat foot
a cold better a cough leg a temperature

I've got …	*a stomach ache*
I feel …	*ill*
my … hurts	*back*

TIP • We can say *I've got* **a** *stomach ache/toothache* or *I've got stomach ache/toothache*, but not ~~*I've got headache*~~.

b CD3 19 **PRONUNCIATION** Listen and practise.

Get well soon

3 **a** Work in pairs. Match these words/phrases to the verbs. Check in **VOCABULARY 10.6** p150.

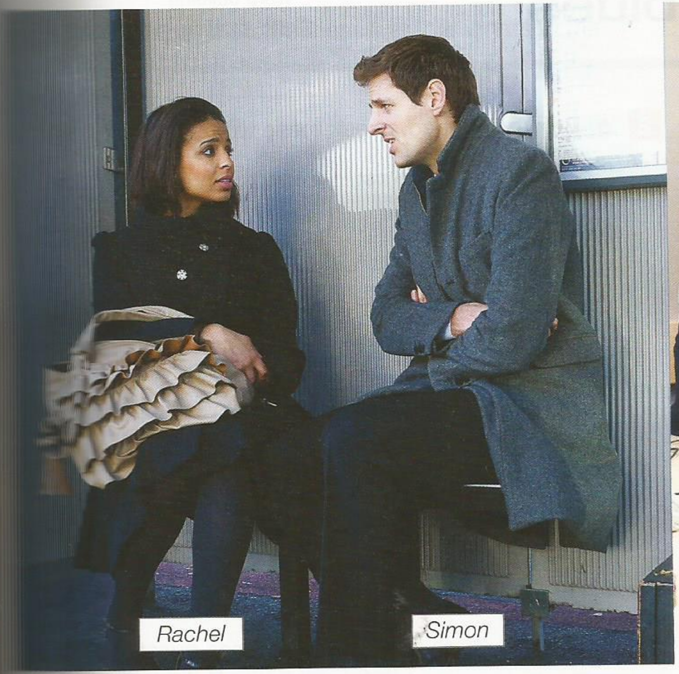
~~to bed~~ ~~at home~~ ~~the day off~~ some painkillers
home to the doctor some cough medicine
in bed to the dentist some antibiotics

go	stay	take
to bed	*at home*	*the day off*

b *Work in groups. Look at the words/phrases in* **2** *and* **3a** again. What do you usually do when you're

When I've got a cold I usually stay in bed.

I usually take some aspirin.



a VIDEO 10 CD3 20 Watch or listen to two conversations. What's wrong with Simon and Emily? Are they going to the meeting?

b Watch or listen again. Who says these things – Rachel (R) or Tim (T)?

1 Are you OK? *R*
2 Are you alright?
3 What's the matter?
4 What's wrong?
5 Why don't you go home?
6 You shouldn't go to work today.
7 You should go to the doctor.
8 I hope you get better soon.
9 Take the day off.
10 Get well soon.

REAL WORLD

Talking about health

Cover **4b**. Then fill in the gaps in the table with the words in the boxes.

OK matter alright What's

better Get dear hope

off should shouldn't don't

talking about someone's health	expressing sympathy	giving advice
Are you ^{1}*OK* ? Are you ^{2}______ ? ^{3}______ wrong? What's the ^{4}______ ?	Oh, ^{5}______ . I ^{6}______ you get ^{7}______ soon. ^{8}______ well soon.	Why ^{9}______ you go home? You ^{10}______ go to work today. You ^{11}______ go to the doctor. Take the day ^{12}______ .

REAL WORLD 10.1 p150

HELP WITH LISTENING

Being sympathetic

6 a CD3 21 Listen to this question said twice. The first is not sympathetic. The second is sympathetic.

What's the matter?

b CD3 22 Which person sounds sympathetic, a or b?

1	Are you OK?	[✓ a]	b
2	Are you alright?	a	b
3	What's wrong?	a	b
4	What's the matter?	a	b
5	Oh, dear.	a	b
6	I hope you get better soon.	a	b

7 CD3 23 PRONUNCIATION Listen and practise the sentences in **5**. Copy the intonation.

Are you OK?

8 Work in pairs. Look at Audio and Video Script VIDEO 10 CD3 20 p163. Choose conversation 1 or 2. Underline all the phrases from **5**. Then practise the conversation with your partner. Change roles and practise the conversation again.

9 a Choose an illness from **2a**. Have conversations with other students. Take turns to be sympathetic and give advice.

b Tell the class about your illness. What advice did students give you? Was it good advice, do you think?

VOCABULARY 10D AND SKILLS

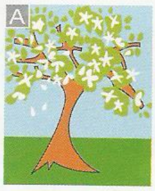
Winter blues

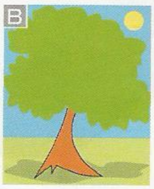
Vocabulary seasons; weather;
word building
Skills reading: a magazine artic

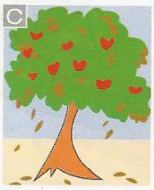
QUICK REVIEW Health problems and treatment Work in pairs. Take turns to mime illnesses to your partner. Don't speak! He/She guesses what's wrong and gives advice.

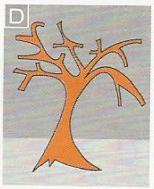
1 **a** Match the seasons to pictures A–D. Then check in **VOCABULARY 10.7** p150.

winter summer autumn spring









b Work in pairs. Which is your favourite season? Why?

2 **a** Before you read, check these words with your teach

depressed a scientist a box bright light sad

b Read the first paragraph of the article. Why does th woman have a light on her desk?

c Read the whole article. Answer these questions.

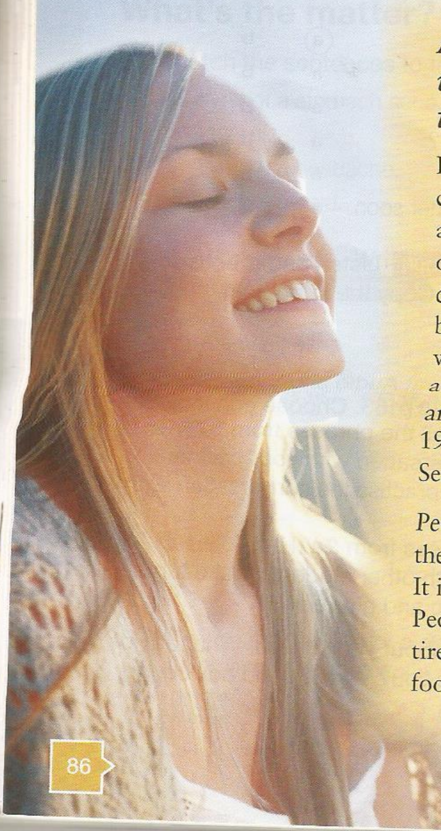
1 What happened to Herb Kern in winter?
2 What did some scientists make for him?
3 Why do people get SAD?
4 Do men get SAD more than women?
5 How do you know if people have SAD?
6 In which countries is SAD common?
7 How long should you use a light box every day?

d Work in pairs. Compare answers.

3 Work in the same pairs. Discuss these questions.

1 Do you feel depressed in winter? Why?/Why not?
2 What activities do you usually do in winter?

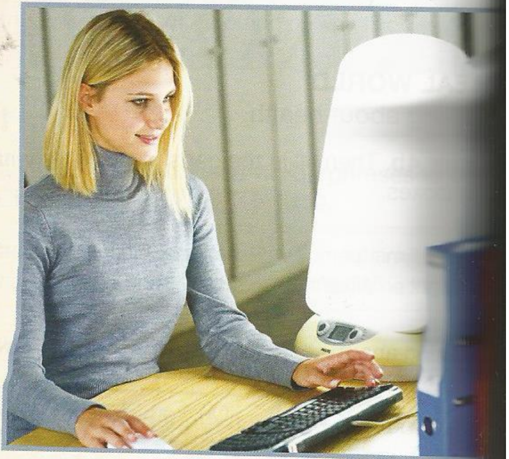
If you're SAD, see the light!



A lot of people feel depressed in winter – but there's an easy way to fight those winter blues.

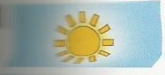
In the 1970s, an American engineer called Herb Kern noticed that in spring and summer he was happy and had a lot of energy, but every winter he became depressed and lazy. He thought it was because there wasn't much daylight in the winter and asked some scientists to make a 'light box'. He put the box on his desk and after a few days he felt a lot better. In 1982 the scientists gave his illness a name – Seasonal Affective Disorder, or SAD.

People get SAD in autumn and winter, when the days are shorter and there is less daylight. It is more common in women than in men. People with SAD usually sleep a lot and feel tired all the time. They also eat a lot of sweet food and feel depressed. In the UK about 5% of people have SAD and it is common in ot countries like the USA, Sweden and Ireland. The best treatment for this illness is bright light. People with SAD should use a light box for half an hour a day. Or you can go o holiday to a sunny country, of course!



a Work in pairs. Match these weather words to the pictures. Then check in **VOCABULARY 10.8** p150.

foggy *3* raining snowing
windy cloudy sunny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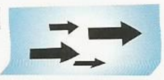
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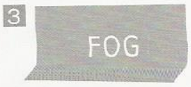

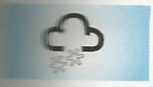
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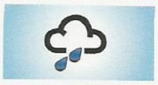
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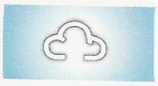
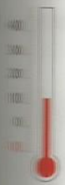


12° (degrees) *7* hot warm cold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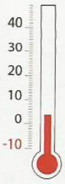

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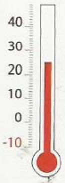

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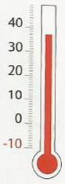


b What's the weather like today?

Work in pairs. Student A p108. Student B p113.

HELP WITH VOCABULARY Word building

a Look at the table. Fill in the gaps. How do we make adjectives from nouns? How do we make nouns from adjectives?

noun	adjective
sun	*sunny*
	windy
cloud	
fog	

adjective	noun
ill	*illness*
	happiness
sad	
fit	

b Check in **VOCABULARY 10.9** p150.

a Choose the correct words.

1 It was very *sun/*[✓ *sunny*] yesterday.
2 There's a lot of *cloud/cloudy* today.
3 It was *wind/windy* last weekend.
4 We get a lot of *fog/foggy* where we live.
5 I always get the same *ill/illness* every winter.
6 I'm usually *sad/sadness* at the end of a holiday.
7 Some of my friends are very *fit/fitness*.
8 I think money is more important than *happy/happiness*.

b Tick the sentences that are true for where you live and for you.

c Work in pairs. Compare sentences. How many are the same?

HELP WITH PRONUNCIATION

The letter *a*

1 **CD3 24** Listen and notice four ways we say the letter *a*. Listen again and practise.

/æ/ hat bank /eɪ/ lazy headache
/ɑː/ bath father /ə/ ago stomach

2 **a** Work in pairs. Write these words in the table.

~~rabbit~~ radio another contract
answers games elephant family
arm famous island dance

/æ/ hat	*rabbit*
/ɑː/ bath	
/eɪ/ lazy	
/ə/ ago	

b **CD3 25** Listen and check. Listen again and practise.

3 **a** **CD3 26** Listen and practise these sentences.

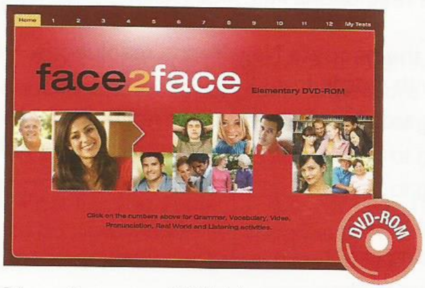
1 I often have my laptop with me when I travel by taxi.
2 My hard-working father likes fast food and dancing.
3 Take a suitcase when you go on holiday by plane.
4 This is the address of the accountant's company.
5 The manager of our company has fast food every day.

b Work in pairs. Take turns to say the sentences.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 10 and Progress Portfolio 10** p124
- **Language Summary 10** p149
- **10A–D** Workbook p50
- **Self-study DVD-ROM 10** with Review Video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Elementary DVD-ROM
Click on the numbers above for Grammar, Vocabulary, Video, Pronunciation, Real World and Listening activities.
DVD-ROM

Reading and Writing

- **Portfolio 10** The advice page Workbook p82
Reading letters asking for advice
Writing pronouns and possessive adjectives; a letter of advice

11A Happy New Year!

Vocabulary New Year's resolutions
Grammar *be going to* (1): positive, ne
and *Wh-* questions

QUICK REVIEW The weather Work in pairs. Write all the weather words you know. Then use words on your list to describe the weather in your town or city: today, yesterday, last weekend, in December, in June.

Speaking and Vocabulary

New Year's resolutions

1 Work in pairs. Discuss these questions.

1 How do people in your country celebrate New Year?
2 Where were you last New Year's Eve? What did you do?
3 Do people in your country make New Year's resolutions? If so, what kind of resolutions?

2 **a** Look at New Year's resolutions 1–8. Then match these words/phrases to the verbs in bold. Check in **VOCABULARY 11.1** p151.

~~fit~~ weight smoking house less
fun more exercise chocolate cake

1 **get** a new job/ *fit*
2 **work** hard/______________
3 **lose** three kilos/______________
4 **have** a holiday/______________
5 **do** a computer course/______________
6 **stop** working at weekends/______________
7 **move** to another country/______________
8 **not eat** sweet things/______________

b Work in pairs. Take turns to test your partner.

Listening and Speaking

3 CD3 27 Look at the photo of a New Year's Eve party. Listen to two conversations. Match the people to their New Year's resolutions A–E.

4 **a** Look at the people's New Year's resolutions. Fill in the gaps with words from **2a**.

1 I'm going to work *less* and have more *fun* .
2 I'm going to have a ______________ this year.
3 I'm going to ______________ to Australia.
4 I'm going to do a ______________ .
5 We're going to get ______________ .
6 Val's going to stop ______________ .
7 David's going to ______________ weight.
8 I'm going to do more ______________ .
9 I'm not going to eat ______________ things any more.

b CD3 27 Listen again and check.

HELP WITH GRAMMAR

be going to (1): positive and negative

5 **a** Look at the sentences in **4a**. Then choose the correct words in the rules.

- These sentences talk about the *past/present/future.*
- The people decided to do these things *before/when* they said them.
- We use *be going to* + infinitive for *future plans/ things we do every day.*

b Look at the sentences in the table. Then write sentences 7, 8 and 9 from **4a** in the table.

subject	*be* (+ *not*)	*going to*	infinitive	
We	're	going to	get	fit.
Val	's	going to	stop	smoking.

c Check in **GRAMMAR 11.1** p152.

Happy New Year
David
Ed
Val
E
ICE CREAM
Chocolate
D
CIGARETTES

CD3 28 **PRONUNCIATION** Listen and practise the sentences in **4a**. Copy the stress.

I'm going to /gəʊɪŋtə/ work less and have more fun.

a Fill in the gaps with the correct form of *be going to* and the verb in brackets.

1 I *'m going to look for* a new job. (look for)
2 He __________ working at weekends. (stop)
3 They __________ to the gym. (go)
4 I __________ any cigarettes. (not/buy)
5 She __________ her house. (sell)
6 We __________ every weekend. (not/eat out)
7 He __________ a new computer. (buy)
8 She __________ in the UK. (not/stay)

b Work in pairs. Match the sentences to the people at the party.

HELP WITH GRAMMAR

be going to (1): *Wh-* questions

8 **a** Look at the questions in the table. Notice the word order.

question word	*be*	subject	*going to*	infinitive	
What	are	you	going to	do	next year?
Where	's	she	going to	live?	

b Write questions 1 and 2 in the table.

1 Where's he going to study?
2 When are they going to start getting fit?

c Check in **GRAMMAR 11.2** p152.

9 **a** Make questions with *you* and *be going to*.

1 What / do after class?
What are you going to do after class?
2 How / get home today?
3 What / do next weekend?
4 What / have for dinner tonight?
5 Where / have lunch tomorrow?
6 When / do your English homework?

b **CD3** 29 **PRONUNCIATION** Listen and practise the questions in **9a**. Copy the weak forms.

What are you /əjə/ going to /tə/ do after class?

c Work in pairs. Ask and answer the questions in **9a**.

Get ready … Get it right!

10 What are you going to do in the future? Write notes about your plans for: next week, next month, next year. Use the phrases in **2a** or your own ideas.

next week – have lunch with my sister

11 **a** Work in groups of four. Ask and answer questions about your plans. Give more information if possible. Are any of your plans the same?

What are you going to do next week?

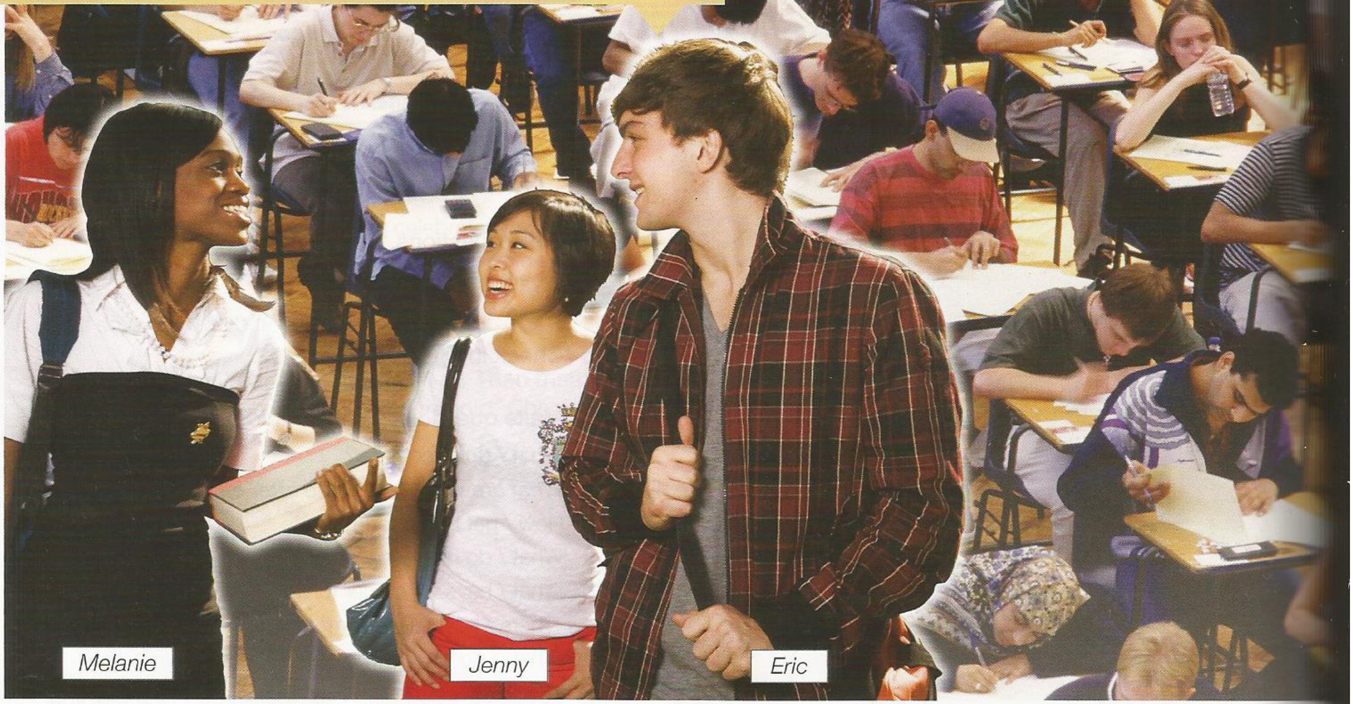
On Monday I'm going to have lunch with a friend.

b Tell the class about people with the same plans as you.

11B No more exams!

Vocabulary studying
Grammar *be going to* or *might*; *be going to*
yes/no questions and short answers

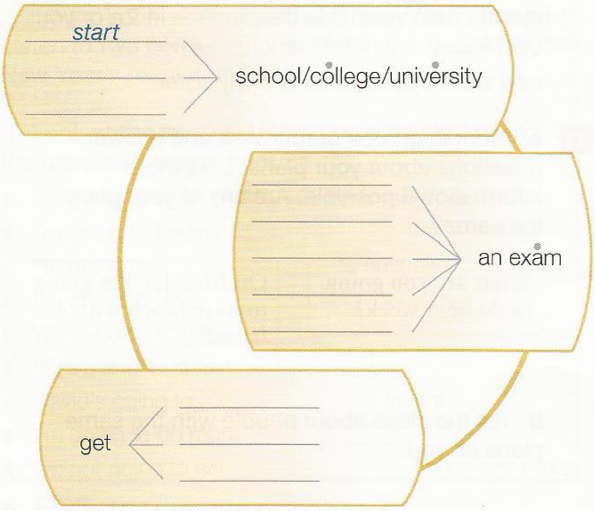
QUICK REVIEW *be going to* Work in pairs. Take turns to say three things you're going to do tomorrow. Ask follow-up questions if possible. Are you going to do the same things?



Vocabulary and Speaking Studying

1 Work in pairs. Fill in the gaps with these words/phrases. Then check in **VOCABULARY 11.2** p151.

~~start~~ revise for take go to some qualifications
do pass fail a degree leave a job



2 Work in the same pairs. Discuss these questions.

1 Which things in **1** do people usually celebrate?
2 What was the last exam you took? Was it difficult?
3 Did you celebrate when you finished? If so, what did you do?

Listening and Speaking

3 **a** CD3 30 Listen to Eric, Jenny and Melanie talking after their final university exam. Tick the things they talk about.

the exam a party a film a drink a club
a phone call a concert a meal a job

b Listen again. Tick the true sentences. Correct the false ones.

1 The exam was ~~easy~~. difficult
2 Eric couldn't answer the last three questions.
3 There's a big party at Caroline's house this evening.
4 Eric wants to go home and sleep.
5 He's going to meet some friends this evening.
6 Jenny's going to phone her sister.

HELP WITH GRAMMAR *be going to or might*

a Look at these sentences. Then choose the correct words in the rules.

I'm going to meet some friends in town at seven.

I might go to the party or I might go out for a meal.

- We use *might/be going to* to say a future plan is decided.
- We use *might/be going to* to say something in the future is possible, but not decided.
- After *might* we use the *infinitive/infinitive with to*.

TIP • *Might* is the same for all subjects (*I*, *you*, *he*, etc.).

b Check in **GRAMMAR 11.3** p152.

CD3 31 **PRONUNCIATION** Listen and practise sentences with *might*.

I might go to the party.

Look at Eric, Jenny and Melanie's plans for the summer. Fill in the gaps with the correct form of *be going to* or *might* and the verb in brackets. (✓) = decided, (✓✗) = not decided.

1 (✓) Eric *'s going to have* a holiday. (have)
2 (✓) Jenny ______________ a Spanish course. (do)
3 (✓✗) Melanie ______________ camping. (go)
4 (✓) Eric ______________ for his father. (not work)
5 (✓) Jenny and Sam ______________ married. (get)
6 (✓✗) Melanie ______________ friends in Scotland. (visit)
7 (✓✗) Eric ______________ in a restaurant (work).

a Write three things you might do and three things you're going to do next month.

b Work in pairs. Take turns to say your sentences. Are any the same?

Listening and Speaking

HELP WITH LISTENING *going to*

a CD3 32 *Listen and notice the two different ways we say going to. Both are correct.*

a How are you going to /gəʊɪŋtə/ celebrate tonight?
b I'm going to /gənə/ meet some friends in town.

b CD3 33 Listen to these sentences. Which way do these people say *going to*, a or b?

	/gəʊɪŋtə/	/gənə/
1 Are you going to look for a job?	a	[✓ b]
2 My cousin's going to teach English.	a	b
3 I'm going to do a business course.	a	b
4 How are you going to pay for it?	a	b
5 My parents are going to help me.	a	b
6 Are you going to sell your car?	a	b

9 CD3 34 Listen to Eric, Jenny and Melanie talk about their plans. Answer the questions.

1 Is Jenny going to look for a job? Yes, she is.
2 Are Jenny and Sam going to Italy next month?
3 Is Melanie going to teach English?
4 Is Eric going to do a computer course?
5 Are Eric's parents going to help him pay for the course?
6 Is Eric going to sell his car?

HELP WITH GRAMMAR *be going to* (2): *yes/no* questions and short answers

10 a Fill in the gaps with the correct part of the verb *be*.

1 A *Are* you going to look for a job?
B Yes, I ______ ./No, I ______ not.
2 A ______ he going to sell his car?
B Yes, he ______ ./No, he ______ .
3 A ______ his parents going to help him?
B Yes, they ______ ./No, they ______ .

TIP • We can also answer *yes/no* questions with (*Yes,*) *I might*: **A** *Are you going to buy it?* **B** *I might.*

b Check in **GRAMMAR 11.4** p152.

11 Work in pairs. Student A p108. Student B p113.

Get ready ... Get it right!

12 Look at these possible plans. Make *yes/no* questions with *you* and the correct form of *be going to*.

- meet a friend after class
  Are you going to meet a friend after class?
- work next weekend
- study tonight
- stay at home tomorrow
- go away next weekend
- have a holiday in the next three months
- watch a DVD this evening
- buy some clothes next weekend
- take an exam this year

SPACE
STATION
SIX

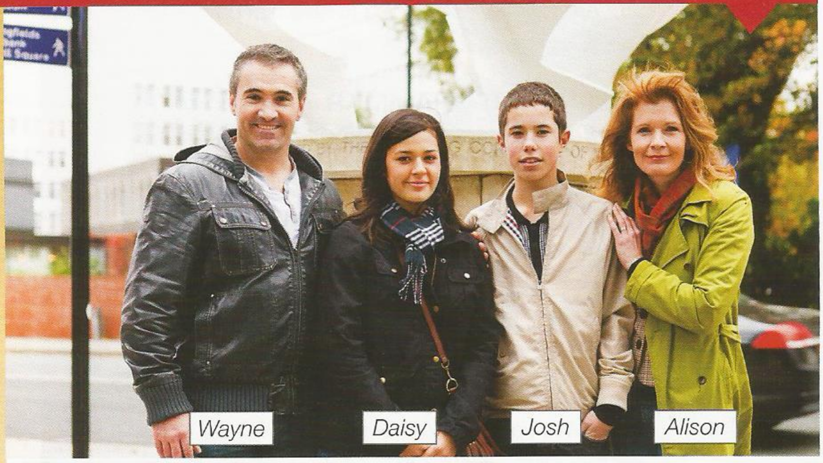
13 a Ask other students your questions. Try to find one person who is going to do each thing. Then ask two follow-up questions.

b Tell the class about another student's plans.

11C REAL WORLD Directions

Real World directions; asking for and giving directions

QUICK REVIEW Places in a town/city Write a list of places in a town or city (*a museum*, etc.). Work in pairs and compare lists. How many of these places are near where you are now?



Hill Place

- Three bedrooms (two double, one single). Sleeps 5.
- Kitchen and small garden.
- Living room with TV and DVD player.
- Shower room and separate toilet.
- 5 min walk to town centre.
- 10 min walk to beach.
- From £430 per week.

Benton House

- Three double bedrooms. Sleeps 6.
- Large kitchen and garden.
- Comfortable living room with DVD player and cable TV.
- Bathroom with separate shower.
- 10 min walk to town centre.
- Only 1 min from beach.
- From £480 per week.

Seaton Holiday Homes 01834 654389

Choosing a holiday home

1 **a** Look at the photo of the Wilson family. Then read the adverts for holiday homes in Seaton. Which place is better for the family's holiday, do you think? Why?

b Work in pairs. Say which holiday home you chose and why.

2 CD3 35 Listen to Alison phone Seaton Holiday Homes. When is the family's holiday? Which holiday home does she choose? Why?

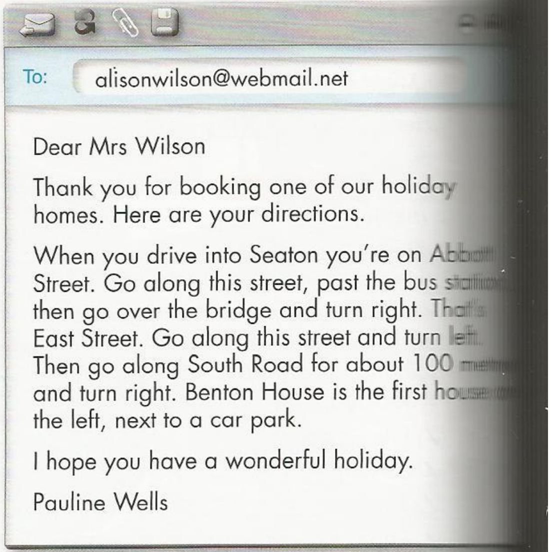
It's on the left

3 Work in pairs. Which of these phrases do you know? Then do the exercise in REAL WORLD 11.1 p152.

turn right turn left go over the bridge go past the pub
go along this road/street it's on the/your left
it's on the/your right it's opposite it's next to

4 **a** Read the email and look at the map. Draw the route from *You are here* to the holiday home.

b Work in pairs. Check your route. Which number is the holiday home on the map?



To: alisonwilson@webmail.net

Dear Mrs Wilson

Thank you for booking one of our holiday homes. Here are your directions.

When you drive into Seaton you're on Abbott Street. Go along this street, past the bus station, then go over the bridge and turn right. That's East Street. Go along this street and turn left. Then go along South Road for about 100 metres and turn right. Benton House is the first house on the left, next to a car park.

I hope you have a wonderful holiday.

Pauline Wells

5 CD3 36 Look at the map and listen. Start at *You are here*. Which four places do the directions take you to?

6 **a** VIDEO 11 CD3 37 The Wilson family are at the bus station. Close your book. Watch or listen to their conversations. Which places do they want to go to?

b Watch or listen again. Find the places on the map. What numbers are they?

REAL WORLD

Asking for and giving directions

a Fill in the gaps with these words.

~~Excuse~~ Where's get there

ASKING FOR DIRECTIONS

Excuse me. Is ______ (a newsagent's) near here?
Excuse me. ______ (the post office)?
Excuse me. How do I/we ______ to (the market)?

~~one~~ there over miss turn on past next It's

GIVING DIRECTIONS

There's *one* in (Berry Street).
Go along this road/street and ______ right/left.
Go ______ the pub.
Go ______ the bridge.
(The newsagent's) is ______ the/your right/left.
______ opposite (the supermarket).
It's ______ to (the café).
It's over ______.
You can't ______ it.

b Check in **REAL WORLD 11.2** ▸ **p152**.

8 CD3 ▸ 38 **PRONUNCIATION** Listen and practise the sentences in **7a**.

Excuse me. Is there a newsagent's near here?

9 **a** Fill in the gaps in these conversations with words from **7a**. They all start at *You are here* on the map.

1 A Excuse me. Is [1] *there* a police station [2]______ here?
B Yes, there's one [3]______ Berry Street. Go [4]______ this road and [5]______ right. The police station is [6]______ your left, next [7]______ the baker's.
A Thank you very much.

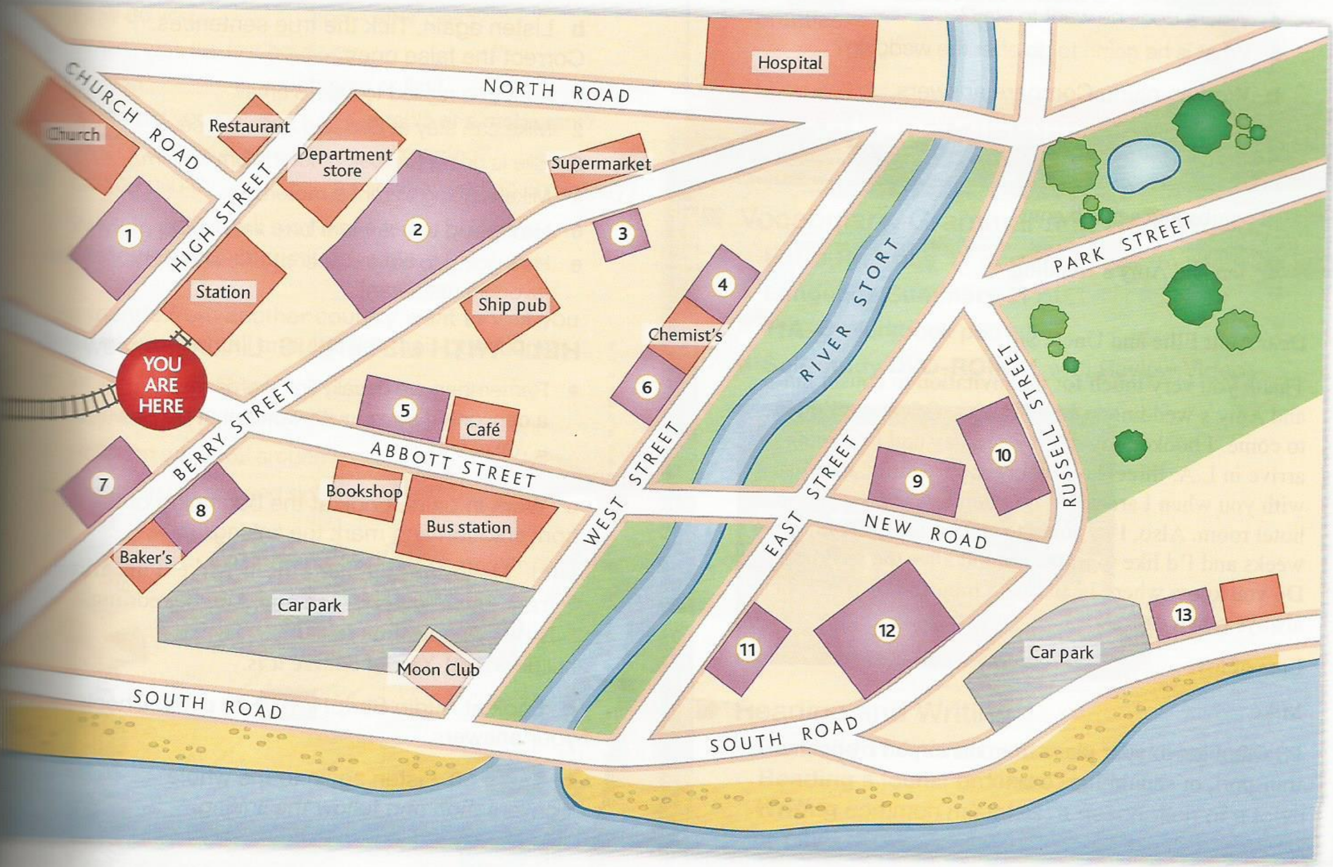
2 A Excuse me. How do I [8]______ to the Park Hotel?
B [9]______ along this road and go [10]______ the bridge. Go [11]______ the market and turn left. That's Russell Street. The Park Hotel is on [12]______ left. You [13]______ miss it.
A Thanks a lot.

3 A Excuse me. [14]______ the museum?
B It's [15]______ there, opposite the station.
A Oh yes, I can see it. Thanks.

b Work in pairs. Compare answers. Find the places on the map. What numbers are they?

c Work in the same pairs. Practise the conversations.

10 Work in pairs. Student A p105. Student B p110.

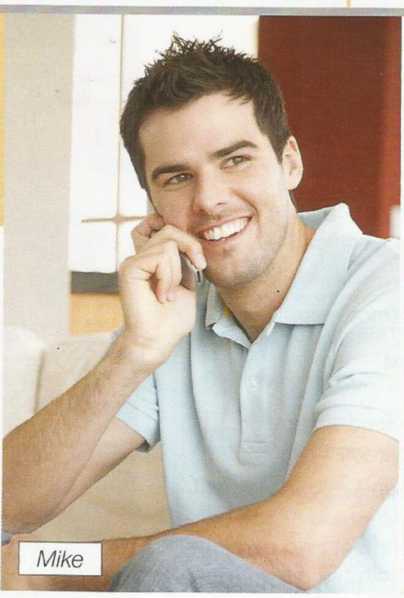


NORTH ROAD
Hospital
CHURCH ROAD
Church
Restaurant
Department store
Supermarket
HIGH STREET
1
2
3
4
Station
Ship pub
Chemist's
RIVER STORT
PARK STREET
YOU ARE HERE
BERRY STREET
5
Café
6
ABBOTT STREET
WEST STREET
EAST STREET
RUSSELL STREET
9
10
NEW ROAD
7
8
Bookshop
Bus station
Baker's
Car park
Moon Club
11
12
13
Car park
SOUTH ROAD
SOUTH ROAD

11D VOCABULARY AND SKILLS An invitation

Vocabulary collocations
Skills reading: an email; listen
a phone conversation

QUICK REVIEW Directions Work in pairs. Write five places near where you are now that you both know. Take turns to give directions to two of the places. Your partner guesses the place. Start with: *Go out of the building and … .*



1 **a** Work on your own. Answer these questions.

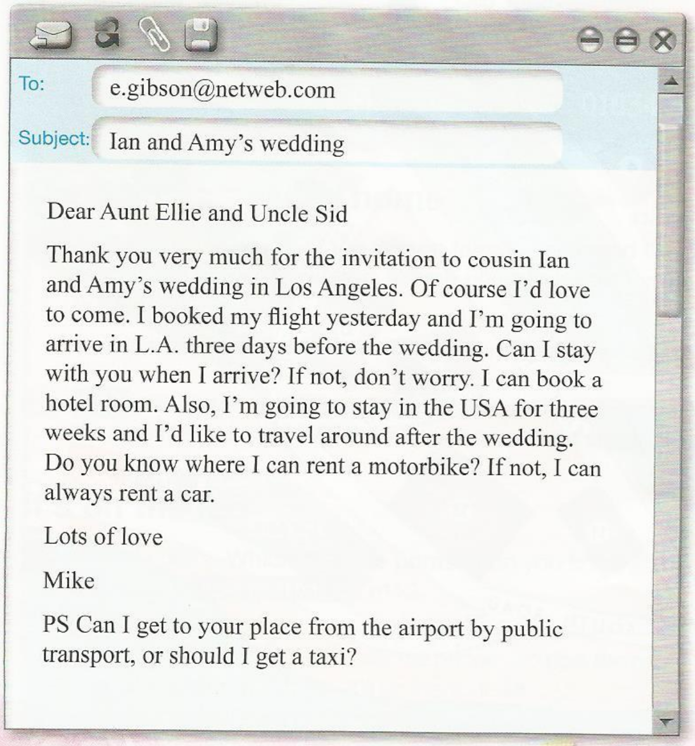
1 When did you last go to a wedding or a party?
2 Where was it?
3 Whose wedding or party was it?
4 How many people were there?
5 What did you wear?
6 What did/didn't you like about the wedding or party?
7 What else do you remember about it?

b Work in pairs. Ask and answer the questions in **1a**. Give more information if possible.

2 **a** Read the email. Answer the questions.

1 Whose wedding is Mike going to?
2 When did he book his flight?
3 When is he going to arrive in L.A.?
4 Where does he want to stay?
5 What is he going to do after the wedding?

b Work in pairs. Compare answers.



To: e.gibson@netweb.com
Subject: Ian and Amy's wedding

Dear Aunt Ellie and Uncle Sid

Thank you very much for the invitation to cousin Ian and Amy's wedding in Los Angeles. Of course I'd love to come. I booked my flight yesterday and I'm going to arrive in L.A. three days before the wedding. Can I stay with you when I arrive? If not, don't worry. I can book a hotel room. Also, I'm going to stay in the USA for three weeks and I'd like to travel around after the wedding. Do you know where I can rent a motorbike? If not, I can always rent a car.

Lots of love

Mike

PS Can I get to your place from the airport by public transport, or should I get a taxi?

3 **a** CD3 39 Mike is phoning his aunt in L.A. Put these things in the order they talk about them.

a hotel a motorbike the wedding *1*
Mike's email a restaurant

b Listen again. Tick the true sentences. Correct the false ones.

1 Aunt Ellie replied to Mike's email.
2 Mike can stay at Ellie and Sid's house.
3 Ellie is going to book a hotel room for him.
4 Mike is going to rent a motorbike.
5 He's going to get a taxi from the airport.
6 He's going to have dinner at Ellie and Sid's favourite restaurant.

HELP WITH LISTENING Linking: review

- Remember: we usually link words that end in a consonant sound with words that begin with a vowel sound.

4 **a** Work in pairs. Look at the beginning of the conversation and mark the linking.

MIKE Hello, Aunt‿Ellie. This‿is Mike. I'm calling from England about Ian and Amy's wedding. Is this a good time to call?
ELLIE Mike! Yes, of course it is.

b Look at Audio Script CD3 39 p165. Check your answers.

c CD3 39 Listen again to the whole conversation and follow the linking.

HELP WITH VOCABULARY Collocations

a Read the email again. Find two words or phrases that go with these verbs. Write them in the table.

book	stay	rent	get
	with (you)		

b Choose the correct verbs in these words/phrases.

1 *stay/rent* a flat
2 *book/rent* a train ticket
3 *get/book* married
4 *get/rent* home
5 *book/stay* a seat on a train
6 *rent/book* a house
7 *get/stay* in a hotel
8 *rent/get* divorced
9 *stay/get* at home
10 *book/rent* a table in a restaurant

c Check in **VOCABULARY 11.3** p151.

Work in pairs. Take turns to test your partner on the collocations in **5a** and **5b**.

a flight

book a flight

a Fill in the gaps with the correct form of *book*, *stay*, *rent* or *get*.

1 When did you last *stay* with a friend?
2 Do you ________ flights or train tickets online?
3 How do you ________ home after class?
4 Where was the last hotel you ________ in?
5 Do you ________ your house or flat?
6 When did you last ________ a table at a restaurant?
7 What's a good age to ________ married?
8 Do you usually ________ a car when you go on holiday?

b Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

Two friends from another country want to visit you. Write them an email and answer their questions.

- Where can we stay?
- How can we get there from the airport?
- How can we travel around?
- What can we see and do?

Wedding
Invitation

HELP WITH PRONUNCIATION

/ʊ/ and /uː/

1 CD3 40 Listen to these sounds and words. Listen again and practise.

/ʊ/ l**oo**k p**u**t w**ou**ld   /uː/ r**oo**m d**o** fr**ui**t

2 **a** Work in pairs. Look at the vowels in bold. Write the words in the table.

~~b**oo**k~~ ~~bl**ue**~~ w**o**man J**u**ne sh**ou**ld
w**oo**d s**ui**t f**oo**d s**u**gar b**oo**ts
ch**oo**se g**oo**d-l**oo**king

/ʊ/ l**oo**k	*book*
/uː/ r**oo**m	*blue*

b CD3 41 Listen and check. Listen again and practise.

3 **a** Work in pairs. Look at the vowels in bold. Which vowel sound is different?

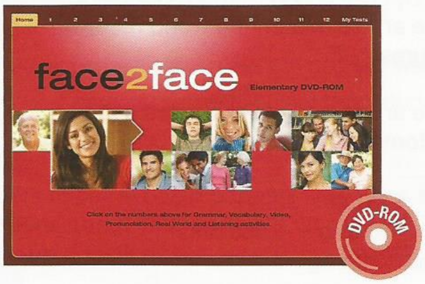
1 l**o**se kn**ew** l**oo**k
2 j**ui**ce sh**oe**s w**o**lf
3 t**oo** b**oo**kshop c**ou**ld
4 t**oo**k sch**oo**l sc**oo**ter
5 s**ou**p g**oo**d w**ou**ldn't
6 c**oo**k b**u**tcher's m**o**ve

b CD3 42 Listen and check. Listen again and practise.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 11 and Progress Portfolio 11** p125
- **Language Summary 11** p151
- **11A–D** Workbook p55
- **Self-study DVD-ROM 11** with Review Video



Reading and Writing

- **Portfolio 11** A town by the sea Workbook p84
Reading a tourist brochure; an email
Writing common mistakes; a description of a town or city

12A It's a world record

QUICK REVIEW Collocations Write words or phrases that go with these verbs: *book*, *stay*, *rent*, *get* (*book a flight*, *stay in a hotel*, etc.). Work in pairs. Compare lists. Take turns to make sentences with the phrases on your lists: *I stayed in a hotel last month.*

Vocabulary Big and small numbers

1 Work in pairs. Match the numbers to the words. Then check in **VOCABULARY 12.1** p153.

~~0.2~~ 1,000,000 2.45 850,000
32,470 127 2,300 50,000,000

1 nought point two *0.2*
2 two point four five
3 a hundred and twenty-seven
4 two thousand, three hundred
5 thirty-two thousand, four hundred and seventy
6 eight hundred and fifty thousand
7 *a* million
8 fifty million

2 **a** CD3 43 *Listen and write the numbers.*

b Work in pairs. Compare answers.

Reading

3 **a** Before you read, check these words with your teacher.

a bowl a chilli heavy
cost a haircut a litre

b Read the article. Match the world records 1–5 to pictures A–E.

4 **a** Read the article again. Fill in gaps a–h with this information.

73 hours £8,000 $399
152 hours 35.6 kg 5,350 litres
one second 182 kg

b CD3 44 Listen to the article. Check your answers.

c *Which record is the most interesting or surprising, do you think?*

RECORD BREAKERS

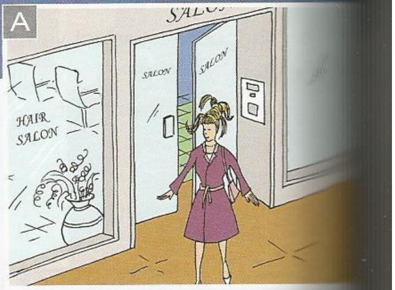
1 Sanjay Kumar Sinha taught the **longest** lesson in the world at a school in Bandra, India, in 2005. The lesson was [a]________ and 37 minutes long and it was all about English grammar.

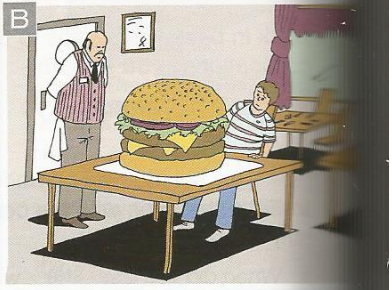
2 In July 2007, a group of people from the city of Durango, Mexico, made [b]________ of soup – the **biggest** bowl of soup in the world. It had [c]________ of chillis in it, so it was probably the world's ***hottest*** *soup too!*

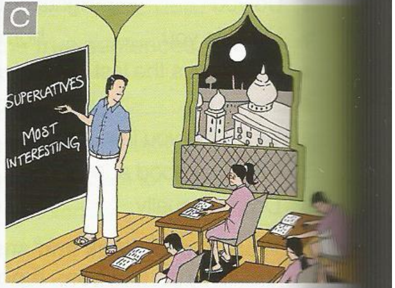
3 The **heaviest** burger you can *buy is from the Mallie's Sports* Grill and Bar in Michigan, USA. It weighs [d]________ and it costs [e]________. It might not be the **best** burger in the world, but if you'd like to try one, you should call the restaurant 24 hours before you want to eat.

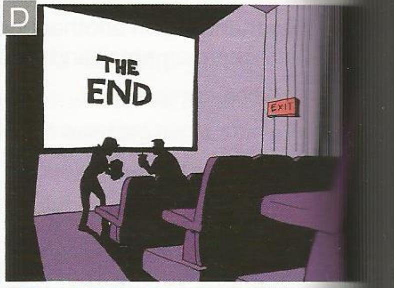
4 The **shortest** film in the world is *Colin*, made by Marc Price, and it's just [f]________ long. And the longest film is *Cinématon*, directed by Gérard Courant. It's [g]________ long – so it might also be the world's **most boring** film.

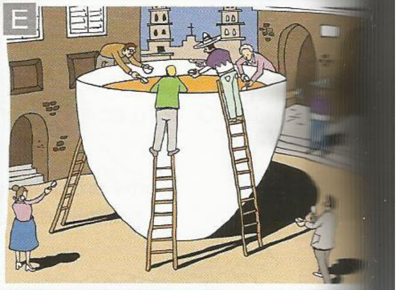
5 Beverley Lateo, from Italy, had the world's **most expensive** haircut in October 2007. She paid [h]________ for a visit to Stuart Philips Hair Salon in London – but she got a free *lunch!*

A


B


C


D


E


HELP WITH GRAMMAR Superlatives

5 **a** Look at the superlatives in bold in the article. Write them in the table.

adjective	comparative	superlative
long	longer	*longest*
short	shorter	
big	bigger	
hot	hotter	
heavy	heavier	
boring	more boring	
expensive	more expensive	
good	better	
bad	worse	*worst*

b Choose the correct words in these rules.

- We use *comparatives/superlatives* to compare two things.
- We use *comparatives/superlatives* to compare three or more things.

c Work in pairs. Look at the table in **5a** again. What are the rules for making superlatives? (Think about spelling and the number of syllables.)

d Check in **GRAMMAR 12.1** p153 and read the **TIPS**.

6 **a** Write the superlatives.

1	rich *richest*	6	slow
2	difficult	7	safe
3	thin	8	beautiful
4	happy	9	bad
5	dirty	10	careful

b **CD3** 45 **PRONUNCIATION** Listen and practise the superlatives in **6a**. Notice how we say *-est*.

richest /rɪtʃɪst/

Reading, Listening and Speaking

7 **a** Work in groups. Read the World Quiz. Fill in the gaps with the superlative form of the adjectives in brackets. Then do the quiz.

b **CD3** 46 Listen to Abby and Len do the quiz. Check your answers. How many answers did your group get right?

c Listen again. What do these numbers refer to?

a	$6,000	d	74.2 million
b	57.8°	e	6,650 km
c	8,000	f	17,000

d Work in pairs. Compare answers.

The World Quiz

① What's the world's ______________ city? (expensive)
a Moscow **b** Tokyo **c** Milan

② Which of these countries is the ______________ (hot)
a Libya **b** USA **c** Australia

③ Which of these cities is the ______________? (old)
a Athens **b** Rome **c** Damascus

④ Which of these countries is the ______________ with tourists? (popular)
a Spain **b** China **c** France

⑤ Which is the ______________ river in the world? (long)
a The Nile **b** The Amazon **c** The Yangtze

⑥ Which is the world's ______________ country? (crowded)
a Bangladesh **b** Singapore **c** Monaco

HELP WITH LISTENING Sentence stress: review

8 **a** Work in pairs. Look at the beginning of Abby and Len's conversation. Decide which words are stressed.

ABBY Do you like doing quizzes, Len?
LEN Yes, I love them. Ask me the first question.
ABBY OK. What's the world's most expensive city?

b Look at Audio Script **CD3** 46 p165. Check your answers.

c **CD3** 46 Listen to the whole conversation again. Follow the sentence stress.

Get ready ... Get it right!

9 Write six of these things on a piece of paper. Write one or two words, not complete sentences. Don't write the answers in order.

- the name of the oldest or youngest person in your family
- your oldest or most important possession
- the most interesting or most boring thing you did last weekend
- the latest or earliest you went to bed last week
- the best or worst present you got last birthday
- the best or worst film you saw last year

10 **a** Work in pairs. Swap papers. Take turns to ask questions about your partner's words. Ask follow-up questions.

Is Clara the youngest person in your family?

Yes, she is. She's two years old.

b Tell the class two things about your partner.

12B Have you ever ... ?

Vocabulary past participles
Grammar Present Perfect: positive and negative;
Have you ever … ? questions and short answers

QUICK REVIEW Comparatives and superlatives Write ten adjectives. Work in pairs. Say the adjectives. Your partner says the comparative and superlative: **A** *good* **B** *better, best.*

Speaking, Listening and Reading

1 Work in groups. Discuss these questions.

1 Do you know anyone who is self-employed? What do they do?
2 What are the good and bad things about being self-employed?
3 Would you like to be self-employed? Why?/Why not?

2 **a** CD3 ▸ 47 Listen and read about three friends, Steve, Lucy and Guy. Do they like being self-employed?

b Tick the true sentences. Correct the false ones.

1 Steve went to Mexico two weeks ago.
2 He was in the Caribbean two months ago.
3 He wants to go to Australia on holiday.
4 Guy and Lucy were self-employed three years ago.
5 *The Prime Minister came to their restaurant last month.*
6 Guy and Lucy are going to Peru next year.

HELP WITH GRAMMAR
Present Perfect: positive and negative

3 **a** Look at sentences 1 and 2. Then answer questions a and b.

1 I**'ve been** to about forty countries. (Present Perfect)
2 Two weeks ago I **went** to Mexico. (Past Simple)

a In sentence 1, do we know when Steve went to these countries?
b In sentence 2, do we know when he went to Mexico?

b Complete these rules with *Present Perfect (PP)* or *Past Simple (PS)*.

- We use the ______ to talk about experiences in life until now. We don't say when they happened.
- We use the ______ if we say when something happened.

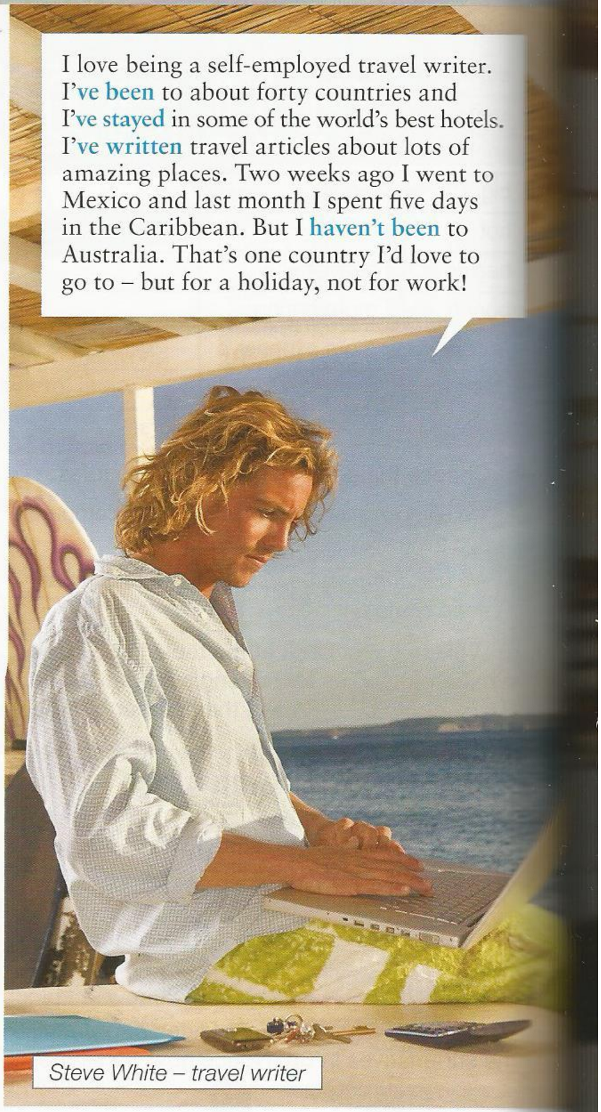
c Look at the examples of the Present Perfect in blue in the texts. Then complete the table with *'ve, 's, haven't* and *hasn't.*

POSITIVE (+)
I/you/we/they + ____________ + past participle
he/she/it + ____________ + past participle

NEGATIVE (–)
I/you/we/they + ____________ + past participle
he/she/it + ____________ + past participle

TIP • We can say *I haven't …* or *I've never …* :
I've ***never been*** *to Australia.*

d Check in GRAMMAR 12.2 ▸ p154. Read the rules for making past participles and the TIPS.



I love being a self-employed travel writer. I've been to about forty countries and I've stayed in some of the world's best hotels. I've written travel articles about lots of amazing places. Two weeks ago I went to Mexico and last month I spent five days in the Caribbean. But I haven't been to Australia. That's one country I'd love to go to – but for a holiday, not for work!

Steve White – travel writer

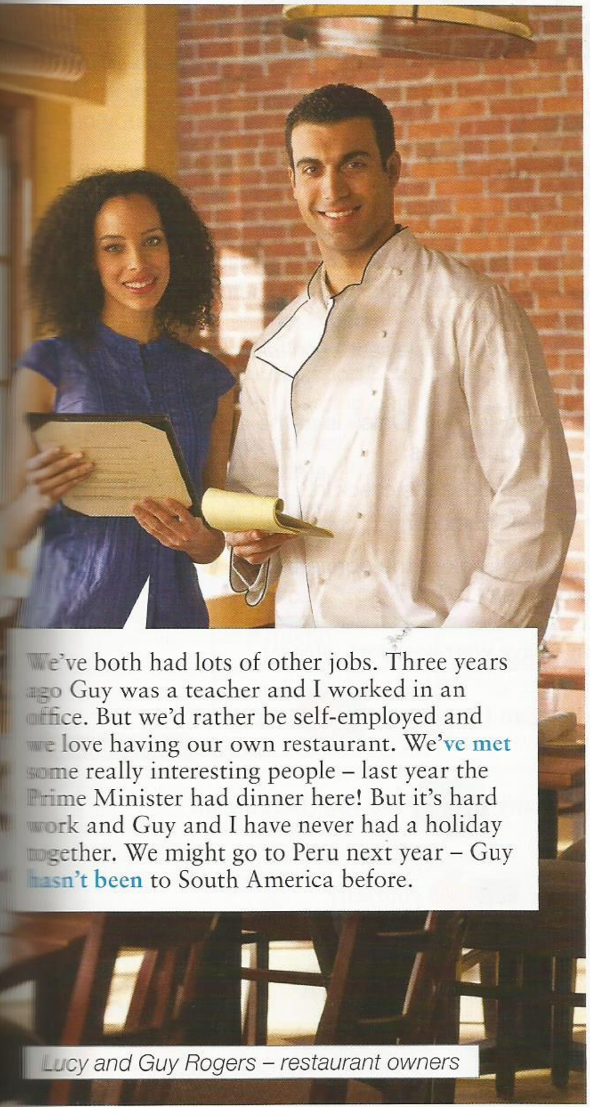
Vocabulary and Speaking
Past participles

4 **a** What are the past participles of these verbs? Check irregular past participles in the Irregular Verb List, p167. Which five verbs are regular?

1 be *been*
2 cook
3 go
4 have
5 lose
6 meet
7 see
8 stay
9 study
10 visit
11 work
12 write

b CD3 ▸ 48 PRONUNCIATION Listen and practise the infinitive, Past Simple and past participle of the verbs in **4a**.

be, was/were, been



We've both had lots of other jobs. Three years ago Guy was a teacher and I worked in an office. But we'd rather be self-employed and we love having our own restaurant. We've **met** some really interesting people – last year the Prime Minister had dinner here! But it's hard work and Guy and I have never had a holiday together. We might go to Peru next year – Guy **hasn't been** to South America before.

Lucy and Guy Rogers – restaurant owners

a Look at these phrases and write six sentences about your experiences. The sentences can be positive or negative.

- work in a restaurant
  I've worked in a restaurant.
- go to Canada
  I haven't been to Canada.
- meet someone from Ireland
- see a Japanese film
- stay in a five-star hotel
- cook a meal for someone's birthday
- work in an office
- study another foreign language
- lose something important

b Work in groups. Tell other students your sentences. How many are the same?

Listening and Speaking

6 **a** CD3 49 Listen to a conversation between Steve and Lucy. Where are they? What do they talk about?

b Listen again. Choose the correct words.

1 Steve has been to *Peru/Brazil*.
2 He went there about *two/three* years ago.
3 Lucy went to Australia *six/eight* years ago.
4 She travelled around Australia by *bus/car*.
5 Guy *has/hasn't* been to Australia.

HELP WITH GRAMMAR

Have you ever … ? questions and short answers

7 **a** Fill in the gaps in these questions and short answers with *have, haven't, did* or *didn't*.

A ______ you ever been to Peru?
B Yes, I ______ ./No, I ______ .
A ______ you have a good time?
B Yes, I ______ ./No, I ______ .

b Complete the rule with *Present Perfect (PP)* or *Past Simple (PS)*.

- We use the ______ to ask about people's experiences. If the answer is *yes*, we use the ______ to ask for (or give) more information.

TIP • *ever* + Present Perfect = any time in your life until now. We often use *ever* in questions.

c Check in GRAMMAR 12.3 p154.

8 CD3 50 PRONUNCIATION Listen and practise. Copy the stress.

Have you ever been to Peru?

Yes, I have.

9 **a** Fill in the gaps. Put the verbs in brackets in the Present Perfect or Past Simple and complete the short answers.

1 A ^{1} *Have* you ever *been* to France? (go)
B Yes, I ^{2}______ . I ^{3}______ there six years ago. (go)
A Where ^{4}______ you ______ ? (stay)
B I ^{5}______ a flat near Bordeaux. (rent)

2 A ^{6}______ you ever ______ a diary? (write)
B Yes, I ^{7}______ . I ^{8}______ one when I was a teenager. (write)
A ^{9}______ you ______ in it every day? (write)
B No, I ^{10}______ . Only when I ^{11}______ on holiday. (be)

b Work in pairs. Compare answers. Then practise the conversations.

Get ready … Get it right!

10 Work in two groups. Group A p108. Group B p113.

12C REAL WORLD

See you soon!

Real World at the airp
saying goodbye
Vocabulary things an
places at an airp

QUICK REVIEW Past participles Write ten verbs. Work in pairs. Say the verbs to your partner. He/She says the Past Simple and the past participle: **A** *see* **B** *saw, seen.*

Travel experiences

1 **a** Fill in gaps 1–8 with the past participles of the verb in brackets. Check new past participles in the Irregular Verb List, p167.

Have you ever ...

1 *missed* a plane? (miss)
2 ________ to another country by boat or ferry? (travel)
3 ________ on a long train or coach journey? (go)
4 ________ in a very small plane? (fly)
5 ________ at an airport or a station? (sleep)
6 ________ a really terrible journey? (have)
7 ________ ill on a plane? (be)
8 ________ or ________ in another country? (drive, cycle)

ARRIVALS
DEPARTURES
café

b Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

Have you ever missed a plane?

Yes, I have.

When was that?

About two years ago.

c *Tell the class about your partner's* travel experiences.

At the airport

2 Tick the words/phrases you know. Then do the exercise in **VOCABULARY 12.2** p153.

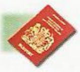
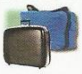
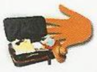
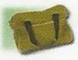
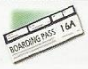
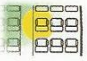
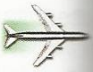
a passport a boarding pass hand luggage a ticket
pack your bags passengers a flight number
a gate a check-in desk a bag drop
a window/a middle/an aisle seat on time delayed

3 **a** **VIDEO** 12.1 **CD3** 51 Daisy is at the airport. Watch or list and answer the questions.

1 How many bags does she check in?
2 What is her seat number?
3 Has she got an aisle se
4 Is the flight delayed?

b Work in pairs. Look at the conversation. What does the ma at the bag drop say to her?

Hello, can I have your passport, please?

MAN Hello. Can I have your  , please?
DAISY 1 ______________________
MAN How many  are you checking in?
DAISY 2 ______________________
MAN Did you  yourself?
DAISY 3 ______________________
MAN And have you got any  ?
DAISY 4 ______________________
MAN OK. Here's your  . You're in seat 16F.
DAISY 5 ______________________
MAN No, an  .
DAISY Oh, OK. 6 ______________________
MAN gate 12
DAISY 7 ______________________
MAN Yes, it is. Boarding is at 15:30 . Enjoy your 
DAISY 8 ______________________
MAN Bye.

4 **a** Fill in gaps 1–8 in **3b** with these sentences.

Yes. Here you are. One. Is that a window seat?
Yes, this bag. Which gate is it? Yes, I did.
Is the flight on time? Thanks. Bye.

b **VIDEO** 12.1 **CD3** 51 *Watch or listen again. Check your* answers.

a Work in pairs. Practise the conversation in **3b**. Take turns to be Daisy.

b Work in new pairs. Practise the conversation again. When you're Daisy, close your book.

REAL WORLD Saying goodbye

Fill in the gaps with these words/phrases.

Don't forget Have you got See you Have a

1 __________	everything? your passport? your boarding pass?	Yes, I have, thanks.
2 __________	nice holiday. good time. good trip.	Thanks, I will.
3 __________ to send me/us	a text. an email. a postcard.	Yes, of course.
4 __________	in a month. soon. on the next course.	Yes, see you.

REAL WORLD 12.2 **p154**

7 **CD3 52** **PRONUNCIATION** Listen and practise the sentences in **6**.

Have you got everything?

8 **a** **VIDEO 12.2** **CD3 53** Watch or listen to Daisy saying goodbye to her parents at the airport. Answer the questions.

1 Which country is she going to?
2 Who is she going to send a postcard to?
3 How long is she going away for?

b Watch or listen again. Tick the sentences in **6** that you hear.

9 **a** Work in pairs. Choose one of these situations and write a conversation.

1 Two friends are saying goodbye at the airport. One of them is going on holiday to Morocco for two weeks.
2 Two students are saying goodbye at the end of their course. Their new course starts in three months' time.

b Work in the same pairs. Practise your conversation until you can remember it.

c Work with another pair. Take turns to role-play your conversations.

HELP WITH PRONUNCIATION Vowel sounds: review

1 **a** Work in pairs. Look at the letters in bold. Match the words in boxes A, B and C with the same vowel sound.

A		B	C
/iː/	cheese	great	wash
/əʊ/	boat	bank	foot
/ɒ/	cough	note	hand
/ʌ/	sunny	leave	lose
/ə/	sofa	live	train
/ɔː/	shorts	money	week
/ɜː/	shirt	often	snow
/ɪ/	build	heard	four
/æ/	hat	second	thin
/eɪ/	hate	fruit	young
/ʊ/	look	would	word
/uː/	room	call	woman

b **CD3 54** Listen and check. Listen again and practise.

c Work in groups of three: student A, student B, student C. Take turns to say words with the same vowel sounds in **1a**.

cheese

leave

week

2 **a** Write one word with the same vowel sound as each group of three words in **1a**.

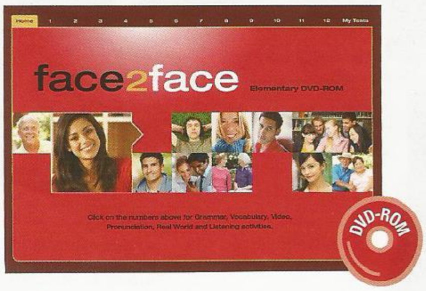
cheese, leave, week *seat*

b Work in pairs. Compare words. Are your partner's words correct?

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 12 and Progress Portfolio 12** p126
- **Language Summary 12** p153
- **12A–C** Workbook p60
- **Self-study DVD-ROM 12** with Review Video



Reading and Writing

- **Portfolio 12** At the airport Workbook p86
  Reading airport signs; a postcard
  Writing useful phrases for a postcard

Work in groups of four. Read the rules. Then play the game!

Rules

You need: One counter for each student; one dice for each group.

How to play: Put your counters on **START**. Take turns to throw the dice, move your counter and read the instructions on the square. The first student to get to **FINISH** is the winner.

Grammar and Vocabulary squares: The first student to land on a Grammar or Vocabulary square answers question 1. If the other students think your answer is correct, you can stay on the square. If the answer is wrong, move back to the last square you were on. The second student to land on the same square answers question 2. If a third or fourth student lands on the same square, he/she can stay on the square without answering a question.

Talk about squares: If you land on a Talk about square, talk about the topic for 20 seconds. Another student can check the time. If you can't talk for 20 seconds, move back to the last square you were on. If a second or third student lands on the same square, he/she also talks about the same topic for 20 seconds.

End of Course Review

START

Make a question with *Where* for this answer.
1 His father was born in London.
2 My sister lives in Australia.
1

Say eight:
1 jobs
2 free time activities
2

Say the positive and negative short answers.
1 Were they at home last night?
2 Did he call you?
3

MOVE FORWARD THREE SQUARES
4

How do we say these numbers and prices?
1 376, 9,500, 0.8, £750,000
2 $250,000, 9.1, 524, 77,777
5

What is the Past Simple of these verbs?
1 become, find, meet, lose
2 leave, buy, write, put
6

Talk about your last holiday.
7

What are the opposites?
1 happy, excited, safe, awful
2 ill, slim, easy, different
8

Say the comparatives.
1 happy, bad, beautiful, short
2 good, boring, easy, thin
9

Make a sentence with these words.
1 Sunday / tennis / on / usually / I / play .
2 out / every / We / Thursday / eat .
10

Talk about what you did last weekend.
11

Correct this question.
1 What you going to do tomorrow?
2 Where you did go last month?
12

MOVE BACK TWO SQUARES
13

Make a sentence with these words.
1 go to / usually / I / bed / eleven / at .
2 We / our / ago / a year / bought / house
14

Say eight:
1 types of food
2 things you can wear
15

Talk about two people in your family.
16

Say the nationalities.
1 Turkey, Italy, Spain, the UK
2 China, France, the USA, Poland
17

Make questions with these words.
1 you / last / What / weekend / do / did ?
2 do / tonight / What / you / going to / are ?
18

MOVE FORWARD TWO SQUARES
19

Say six:
1 types of shop
2 weather words
20

Talk about your daily routine in the week.
21

Choose the correct word.
1 There are *some/any* chairs in the kitchen.
2 Is there *a/any* furniture?
22

What are the opposites?
1 quiet, friendly, clean, fast
2 interesting, tall, lucky, poor
23

MOVE FORWARD THREE SQUARES
24

Talk about what you do in your free time.
25

Do we use these words with the Present Simple or Present Continuous?
1 sometimes, at the moment, now
2 never, often, today
26

Talk about your house or flat.
27

MOVE BACK THREE SQUARES
28

Say the superlatives.
1 rich, hungry, excited, bad
2 good, long, dirty, crowded
29

Talk about things you can or can't do.
30

Say eight:
1 things in a house
2 family members
31

Make a sentence with these words.
1 going to / I'm / today / not / meet / him .
2 tonight / We / go to / might / the cinema .
32

Talk about what you're going to do next weekend.
33

Make adverbs from these adjectives:
1 fluent, bad, beautiful, fast
2 good, hard, happy, careful
34

Do we use *a* or *some* with these words?
1 meat, banana, tomato, cheese
2 milk, rice, sandwich, sausage
35

MOVE BACK THREE SQUARES
36

Say eight:
1 animals
2 types of transport
37

Make this sentence negative.
1 We went to the theatre last night.
2 They've got a new car.
38

FINISH